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# School Activities

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May, 1954

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# *As the Editor Sees It*



Not a great deal of time left of this school year, but enough in which to do what every activity should do, but which few do—carefully evaluate the year's work.

We have pointed out before that evaluation is the weakest part of our extracurricular program. Sure, there is always some informal and rudimentary evaluation, such as "a fine program," "we won," "big crowd," "a good year," etc. but this is not nearly enough.

In the majority of schools activities just go on from year to year with few serious and definite efforts being made for improvement. Such efforts cannot be made without evaluation—an appreciation of reasonable standards and a measurement of the extent to which these have been approximated or attained.

The principal should require each activity in his school seriously and honestly to evaluate itself for the year—high, middle, and low spots, and causes for each; solved and unsolved problems, with solutions and attempted solutions; progress, or the lack of it, over the previous year; suggestions for next term or year, etc. And this report should be neatly typed, one copy going to the principal and one remaining with the organization.

Naturally, all such evaluation is a waste of time and effort unless and until it is properly capitalized. Hence, a first—and a continuing—order of business the next term is studied consideration of this evaluation and the formation and execution of specific plans for maintaining strengths and building up weaknesses.

Although it is true that some activities, notably the student council, have made a beginning at evaluation, in one activity practically nothing has been done, regrettably so because this activity represents the most important educational event in the whole year—graduation. It is still largely a traditional service, always the same year after year.

Probably one reason why it has not been improved, in addition to established and worshiped precedent, is that fact that it comes at the very end of the school year when students, teachers, and administrators, overloaded with the details of closing and hurrying to get away, have

no time to sit down and evaluate. So, far too often, modernness in building, equipment, curriculum, materials, and methods is "matched" by ancientness of climaxing service.

Due principally to the influence of The National Association of Student Councils and its hard-working Director, Gerald M. Van Pool, more student council workshops than ever before are scheduled for the coming summer.

These week-long events are generally held in August at some conveniently located, well equipped, and presently vacated, college or university. Their serious study, with its emphasis upon specific application "back home," is attractively supplemented with beneficial social and recreational activities. This idea represents one of the most valuable developments in the student council field. Incidentally, many schools which send delegates pay their expenses—and all should.

A short while ago one of our young friends left college at the end of his freshman year—by request. He failed because of his attitude. As a high school football player he was a star, all-state in his senior year. We had a long talk with him before he left for a college but, judging by subsequent happenings, he listened only with his ears, not his head. He considered himself indispensable, but soon learned otherwise.

Here is an idea which should be headed towards school stars of all kinds, especially the athlete because he receives most publicity and adulation—no individual is indispensable.

During a ten-year stay at a certain large university we had eight All-American football stars in our classes, but right now we can recall the name of but one of them. And the average reader of this editorial would probably not recognize the name of a single one.

Thank goodness, there are far more intelligent than unintelligent seniors, those who understand that their past is history and their future depends upon their own efforts from now on. So they make the necessary readjustments.

Well, so long for this year; we'll be seeing you next fall. And our perennial wish—a pleasant and a profitable summer!



*"Let's have a convention," and "He appointed a committee," although not new, are advantageously used to get important things accomplished more efficiently.*

## Let's Have Better Conventions

**S**TUDENT CONVENTIONS are getting to be Big Business! Student council associations in most of the states have an annual meeting bringing together anywhere from 200 to 1000 student leaders. The Hi-Y, Junior Red Cross, Future Teachers of America, Future Business Leaders of America, various press associations, and numerous other youth groups hold annual conventions to discuss better ways of carrying on their work. It has been my pleasure and privilege to attend dozens of these meetings and, I am happy to say, most of them have been stimulating. In fact, I have often said that teachers could learn much about convention conduct from their students.

I have never seen such keen devotion to duty as is found at a student council convention; I have never listened to such animated and intelligent discussions as are common at this kind of student gathering. I don't recall seeing a student walk out of the first general session, on the very first day, as some teachers have done at a teachers' convention. All in all, attendance at a student convention is a real inspiration and a vivid refutation of some of the charges often made against the conduct of present-day youth.

However, some meetings left much to be desired. There will never be a perfect convention of any group, of course, youth or adult. No matter how carefully the committees plan, something is certain to go wrong. Every convention

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delegate ought to be charitable and understanding, making necessary allowances for these contingencies, and accepting them with the best of grace. On the other hand, there are some errors which cannot and should not be forgiven; there are some situations which need never have occurred if there had been proper, adequate planning.

Some conventions have been so poorly planned and directed that it was almost embarrassing to be a part of them; others have been so completely disorganized that the host sponsor was unable to answer even the simplest question! In some instances delegates have wandered all through the school at a time when everyone should have been in a meeting; in others, local students in the host school have created such a disturbance in the halls that a serious meeting in a classroom was next to impossible.

Some conventions have permitted their delegates several hours of free time in which they are "turned loose on the town." Delegates roam through the stores or take private sightseeing tours in the cars of local students. In still other cases, the scheduled tours of the area took far too much time to see far too little; in still other cases the entertainment has been so intense that delegates have little time to get down to the business for which they came. Tours, dances, mixers, social hours, teas, and the like consumed so much time that a delegate once remarked to her sponsor, "This is really fun but when do we go to meetings?"

At one recent convention, delegates were in the school one evening and almost all of the next day before they ever had a meeting, time being taken up with social and recreational activities.

The purpose of this article is not to condemn conventions, but to improve them. Nor is it my purpose to give detailed and specific instructions concerning the minutiae of convention

### Our Cover

The upper picture shows a group of students of the Springfield, Missouri, High School entertaining new students. They are drinking punch and visiting during the reception of ninth grade students. Students of this school promote an excellent activity and social program. See article on page 289 of this issue of *School Activities*. The story is very interestingly told.

The lower picture depicts the Lei Queen and others participating in the May Day Celebration known as "Lei Day." It is held each year on the First of May. It features the traditional flower garland given to visitors and friends on the Islands instead of Mainland corsages. Dr. John Fox is the president of the school and the picture was sent by Bernita Mansfield, a teacher in the Honolulu School, who is a teacher from the Mainland on leave.

management. I have prepared a little booklet on this subject which is free for the asking.<sup>1</sup> What I want to do here is set down some more or less general principles to guide those whose responsibility it is to arrange these student meetings with the end in mind of making every student council convention a richly satisfying experience, both for those who plan and those who attend.

1. *There is no substitute for adequate planning.* Good conventions don't "just happen" and those who expect them to are waiting for the millenium. A good convention will result only if ideas are submitted in advance by students, faculty, administrators, and by all of those who are to have some share in planning and directing the meeting. These should be examined carefully, grouped according to topic and subject content, and then studied by the actual committee responsible for the convention.

It is essential that numerous meetings of the planning committees be held; the expenses of bringing these people together should be borne by the association itself. The local committees will, of course, be meeting almost constantly to get things in shape.

2. *The convention should not be too large.* Some student council associations have an attendance of close to 1000 delegates, so that it is extremely difficult to handle them and the convention takes on some of the less desirable aspects of a circus. Five hundred is a good number for the state convention; more than this brings on more problems than can always be taken care of adequately.

A large number of delegates taxes discussion room facilities, housing accommodations, cafeteria space, and sometimes the auditorium itself. With large numbers, more time is taken in moving groups from one room to another and in all ways slows up orderly procedure. From experience, we have found that about 600 is the largest number we can accommodate at our annual National Conference; we would prefer to have from 450 to 500.

3. *Proper balance must be obtained between serious work and relaxation.* It is certainly true that most delegates come to the convention to work but sufficient time—but not *too* much time—must be given over to entertainment. Most successful conventions provide for some kind of

opening mixer, a banquet and dance, a tour—but only if there is something worth seeing—and a varied number of "breaks" in the day's work to permit rest and relaxation. Unfortunately, some over-zealous local planning committees have misunderstood their duties as hosts and have planned so much entertainment that there is little actual time for the main, the *serious* business of the meeting.

4. *The length of the convention will vary with states and localities.* Probably the most successful convention is the one which opens on Thursday morning and continues through until Saturday noon. Thus, delegates have ample time to get to the convention, take part in all its activities, and yet have time to get back home.

Some state conventions meet for only one day, a procedure which I cannot recommend. Many delegates have to arrive late and leave early, permitting only three or four hours in which to take advantage of the convention. The exception to this is the one-day *district* convention, to which come delegates from nearby areas, driving to the host city in an hour or less, and thus spending almost the entire day at the convention. Oregon uses this plan most successfully.

5. *Delegates should be sent instructions on what is expected of them before they leave home.* Much of the trouble which sometimes occurs at a convention is due to the fact that the meeting was the very first of its kind which some students had ever attended; they had not known what was expected of them and acted accordingly. If a system of pre-registration is used, it is a relatively simple matter to draft a letter of instruction to be sent to each delegate, briefing him on what the meeting will be like and what he will be expected to do.

6. *Student delegates should be housed in homes and not in hotels or in dormitories.* There are numerous reasons for this, most of them positive, but one admittedly negative. On the positive side is the fact that one of the reasons for holding a convention at all is to enable students to meet other students, get acquainted with them, and to bring about a better feeling among the participating schools. When students are housed in homes, they get to know fairly well the student and his family in whose home they are staying. There is much opportunity for informal discussion and for good public relations. Many parents know little about the student council idea until they house a delegate.

1. Van Pool, Gerald M., *Student Council Convention Handbook*, published by the National Association of Student Councils, 1201 Sixteenth Street, N.W., Washington 6, D.C. Single copies free.

Another reason for housing in homes is that it is cheaper; attendance is expensive at best and anything that can be done to lower expenses should be tried. I presume that some delegates would not be able to attend at all if, on top of other expenses, they also had to pay a hotel bill.

Perhaps the most potent argument against hotel or dormitory housing is a negative one. In spite of the fact that delegates to a student council convention are usually quite responsible, it is still true that "kids will be kids." It is not possible to supervise the activities of student delegates in a hotel or dormitory as well as in a home, under the care and protection of a responsible family.

I attended a convention recently in which all students were housed in hotels located near the water. There were copious signs warning guests not to go in swimming when no guards were on duty and under no circumstances at night. Yet, at midnight, several students were in swimming, with no protection and violating posted rules, prominently displayed! What would have happened to the convention if a student had been drowned? What could the chairman of the convention have told the parents? It seems to me that just one accident would be enough to cause the public to look with a cold and suspicious eye on such activity as the student council convention.

Whenever I attend a convention I am, of course, housed in a hotel, where it is almost impossible to get any rest if students are also housed in the same hotel. Even though the delegates are student council members, charged with a certain amount of responsibility, dozens of them stay out until morning and then parade through the lobby and halls, singing, pounding on doors, yelling to their friends, and even removing light bulbs from exit signs! In the hotel I have just mentioned, dozens of delegates formed a conga line which went up and down stairs and through the corridors.

Many students who have never been away from home, or at least who have never stayed in a hotel, seem to be fascinated by the windows. They rush to the windows, throw them open (even removing the screens), and then start to yell for their friends or at people passing by. It is not at all unusual for them even to throw various objects in the room down to the street below!

May, 1954

Many arguments will be advanced to the end that student council members ought to know better and that if they don't, they should be left at home. I believe this, but I don't want to prolong the argument; I simply want to repeat that it is better all the way around to house students in homes and to avoid the dangers and pitfalls always present when they are housed in a hotel.

7. *Delegates should be kept so busy that they have little time for themselves.* One of the most common criticisms we receive about our National Conference is this: You didn't give us any time to go down town to do some shopping. This I admit and will go further to say that that is the way the Conference is planned. We do not bring delegates to a National Conference to go shopping. It is our belief that almost every minute of their time should be spent in regularly scheduled events and that if they want to go shopping, they should come early or stay late.

Another potent argument for keeping them busy is to forestall accidents which can happen when delegates go off on non-scheduled tours of their own. We would find it very difficult to answer a parent of a student who might have had an accident while down town, away from the Conference, at a time when he should have been in a meeting. A parent would have every right to ask us: "What was he doing down town anyway? We thought he would be at the school, in a meeting. We sent him to the Conference thinking that he was well taken care of." What kind of an answer could we make if we had deliberately planned to "turn our delegates loose on the town" for a few hours?

8. *There should be a training period for group leaders.* It is assumed that the group leaders are carefully chosen on the basis of their knowledge of the topic and their ability to communicate this knowledge to their group. Even so, even with careful selection, it sometimes happens that a group leader turns out to be a colossal disappointment.

Some people, unknown to the convention chairman, come highly recommended, are asked to serve, and then demonstrate little ability. This should not cause anyone too much concern, even though it is unfortunate for those in that group. It will happen at almost every meeting and all we can do is make the best of it, hoping that we don't get too many leaders of this type.

But all leaders should attend a meeting just before the convention opens, to be addressed by



someone in charge and told what they are expected to do. Generally, these people cannot meet at any other time or place and so this one meeting is the only time at which they will have an opportunity to hear, in some detail, of their duties. Here they can ask questions and receive on-the-spot answers. It is assumed that each one has also been sent an outline of his topic with written instructions concerning the time and place of his own meeting and a few suggestions on how to conduct a successful group discussion.

9. *There should be published reports of all group discussions available after the convention.* Some state associations have these mimeographed and send copies to all who attended; others publish a Journal for this purpose; the National Association of Student Councils publishes reports of National Conference groups in the *Yearbook*. Thus, all schools have an opportunity to read what transpired and delegates will know what went on in the groups they were not able to attend.

10. *The convention ought to move around the state from year to year.* By going from one city to another, in various sections of the state, all areas are then able to send delegates at one time or another. Some states are so situated geographically that if a convention is held in the northern part, for example, students from the south have considerable difficulty getting there. And vice versa. By moving the convention around the state, each section can be represented once in a while.

There are some notable exceptions, such as Colorado and West Virginia. The Colorado Association meets every year in Fort Collins, on a college campus. Excellent facilities are available and trained staffs have learned what to do and what not to do, thus demonstrating the advantage of continuity in supervision.

West Virginia has about the best set-up of any state with their facilities at Jackson's Mill. I have neither time nor space to describe this camp but suffice it to say that it is a state 4-H camp, available to various groups all year long with the finest facilities for housing, feeding, and discussion space that I have ever seen. We ought to have a Jackson's Mill in every state.

11. *The general sessions ought to be given over to a rather general consideration of the entire field; a discussion of specific activities should be reserved for the smaller groups.* The general session is usually addressed by a leader

in the field who gives an inspirational talk, encouraging the delegates to go back to their home schools and do a better job. The general session ought to be rather formal and dignified. This effect can be achieved by starting the meeting promptly, before the delegates become restless and start singing their school or state songs and giving various yells. The stage ought to be tastefully decorated; the music ought to be of an extremely high quality but not too long. (The music instructor must understand that the music is a part and ONLY a part of the entire program. It is not a concert.)

Usually a student presides at the general sessions—the president of the association or one of the officers. If this is a youth gathering, no adult should take charge of the meeting. However, books could be written about the failings of various youth presiding officers. We must be charitable, of course, and remember that just to get on the platform and greet the delegates is no small chore for some people. Nevertheless, if a student is to serve as presiding officer, he ought to be briefed on platform etiquette, public speaking peculiarities, and mannerisms.

On many occasions, after a speaker has delivered an excellent address, well-received by the audience, the presiding officer turns to the audience and continues with the program without so much as a "Thank You" to the speaker. This is downright rude and a violation of common courtesy. On one occasion a student presiding officer asked the speakers to leave the stage after the main address! Perhaps, some time, someone will write a full-length article on what we ought to expect from the student presiding officer.

12. *Start and end all meetings on time.* It is exasperating to all concerned to sit around waiting for a meeting to start. Generally, there is no reason for it at all except slovenly, careless planning and direction. At our National Conference, we have made a fetish of starting and ending on time, and I believe that all delegates appreciate it. For example, at our last Conference in Portland, we announced that we would have the group picture taken at 1:15 p.m. At 1:25 p.m. we were walking away from the picture area, picture taken, done, complete!

The delegates knew that when we said we would have an event at a certain hour, we would have it. Accordingly, we asked for and received excellent co-operation from everyone. It can



be done; delegates will come to your meetings on time if you establish a reputation for promptness!

13. *Provide a certain limited amount of free time.* We have learned from experience; we know that in earlier years we kept our Conference delegates so busy that they had no time to so much as write a card home. We admit that this was rather extreme and so we now provide a half hour between discussion groups and at least an hour after the meals for general relaxation, letterwriting, reading, playing in the game room, talking with friends, or simply walking about the school.

Many delegates told us this year that they never once felt rushed and yet they got to every event on time. Care must be taken that you don't give *too much* free time. If delegates have as much as two hours to themselves there is a great temptation for them to go down town or for a ride with one of the host students. Trouble starts but your meetings don't.

14. *Length of discussion groups ought to be about an hour and a half.* Experience has taught us that a shorter time than this allows the students to just about get started on a discussion when it is time to stop. A longer time tends to bore some students and they get restless; a restless student is not likely to contribute very much to the discussion.

Much has been written about a good discussion group so I will not repeat it here. We send mimeographed directions to group leaders before they go to our Conference and I will send a copy to anyone else who is interested. However, it may be of interest to state that we have found the "buzz" group technique invaluable in cutting down on "testimonials" in the group discussion. This technique tends to focus attention in the group on the larger, more important topics and eliminates much of the "chatter" found so distressingly often in many discussions.

15. *The business meeting is often the most interesting meeting for the students but is, all too often, the least constructive session of the whole convention.* It is agreed, I hope, that one of the main objectives of the student council is training for intelligent, constructive citizenship. Thus, the campaign for state officers ought to have considerable educative value, and it does. However, some delegates let their enthusiasm run away with their common sense; some students come to a convention primarily to run for

office or take part in a campaign for someone else.

State office is an important office but election campaigns must be greatly improved before they qualify as satisfactory educative experiences. Unfortunately, some students learn only the unsavory part of politics. For example, a student whose father is a printer has hundreds of election cards printed, thus gaining an immediate advantage over another candidate without such connections. Or they learn to make deals; "you support my candidate and I'll support yours."

Perhaps many readers will not agree that these are a tiny bit shady; perhaps some will argue that this is the way practical politicians work and the sooner our children learn it the better it will be. Perhaps so.

I have heard student bands parade through the corridors tooting away for their candidates. I have seen advertising literally thrown at students in the halls. I have watched campaign banners carried through the convention hall and have listened while partisans of one side or another have yelled themselves hoarse.

Of course, no one needs to ask such silly questions as "Where did they learn such things?" We all know, but it is the fond hope of some of us that our students will learn some of the better activities of democratic government than those demonstrated at election time everywhere, every year. Was it the Greeks who used to recommend "Moderation in all things"?

However, apart from undue emphasis on elections and silly campaign antics, the one activity in the business meeting which strikes me as being an anachronistic waste of valuable time is the roll call. Those who would modernize and streamline Congress—without much success to date—have hacked away at the roll call for years.

And yet there are still some student associations which practice it and which waste, literally, hours of good time listening to such drivel as: "The delegates from the grand and glorious state of ———, where the sun shines brighter, the girls are prettier, the men handsomer, the horses faster, the grass greener, and life is really worth living, cast two votes for this measure and three votes against." Of course, you know what happens next; not to be outdone, delegates from other states extol the virtues of their states until the whole procedure becomes a mockery of the legislative process.

Even if delegates eliminated these flowery references to the state of their birth, simply naming the state and telling how the votes are cast, the process would take far too much time. It is to be fervently desired that all associations will provide for the written, secret ballot and that the time wasted on the roll call will be devoted to any of dozens of worthwhile activities.

16. Finally (or perhaps this should be first of all) no convention can be successful unless there are committees composed of interested students *who will work*, and under the direction of someone—possibly a teacher—also interested, capable, and efficient. No two conventions will have exactly the same committees but, in general, it appears that these certainly ought to be provided for:

- Publicity, printing, badges, signs
- Housing
- Meals
- Registration
- Finance
- Entertainment and decoration
- Secretarial
- Checkroom and information
- Maintenance, service, and clean-up
- Scrapbook
- Exhibits
- Meeting rooms
- Reception and transportation

\* \* \*

Even though it seems as though I have written so much that nothing could possibly have been left out, calm reflection reveals many more topics which really should be considered. How about community co-operation? How much should be charged? What if someone gets sick? What happens if we lose money? Where can we get good speakers, good leaders? What happens if more people come than we planned for? Should we have a printed or mimeographed program? The list continues and grows longer and ever longer.

All that can be said, I believe, is that no one could possibly answer every question that might arise nor foresee every difficulty. It is enough to say that what has just been written is intended as a general guide to better conventions and that if these suggestions are followed, the chances are pretty good that your delegates will enjoy a better and more educationally-sound convention than has sometimes been the case in the past.

## Writing the News

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Students and teachers alike may write news. The student, as a reporter for the school paper, should be able to get and write the news. The teacher, who helps the administration by preparing news releases, also should be able to get and write the news.

In any event, the amateur newsman should study the journalistic standards of the news medium for which he works. He should find out what its deadlines are, what its style is, and what its copy form requirements are. All this is true whether he writes for the local press or radio or the school newspaper.

Written news should be readable or listenable. If it is to appear in a newspaper, it should be easy to read and to understand. If it is to be broadcast, it should be easy to hear and to understand. In either case, the reporter should learn the minimum essentials of getting and writing the news for the medium for which he writes.

Principles of reporting news are dealt with at length in professional courses for newsmen in schools of journalism. Such textbooks as *Newsmen at Work* examine the techniques and responsibilities of those who gather and write the news. Here, however, only some of the more elementary principles will be presented.

News stories, of course, are narratives, but they are factual rather than fictional. They are written for people who read or listen in a hurry, not for those in a mood to relax with a short story, serial, or play. Hence, the technique of the news story is somewhat different.

Typical short stories, for example, sometimes are described in the diagram of a triangle. Interest gradually rises as the reader nears the climax; interest declines rapidly thereafter. For the most part, the fiction writer relies on a chronological presentation of events leading to conflict or achievement.

News stories sometimes are compared to inverted triangles — or pyramids. The lead or opening paragraph presents the climax without regard to the chronological sequence. Major details follow and finally minor details. Usually the reader is more interested in the introductory paragraphs; thereafter his interest wanes rapidly.

The opening of the news story is the lead. It attempts to answer the reader's questions: who was involved, what happened, why did it happen, where did it happen, when did it happen, how did it happen. That is, it covers the five W's and the how and if there is a sixth W—wow!—it gets that in too.

The straight news story "spills the beans" at the outset. In routine news stories, the lead gives the gist of the news—and that's all some readers want. If he wants the major and minor details, he reads as far as he wants to read. Studies show that many newspaper readers quit before they come to the end of the story.

Standard news stories may be classified as to content—advances before the news event and followups after it happened. They may be classified as society, sports, accident, labor, and other kinds of content. They may be classified as straight news or news features.

News features often are less timely, not so likely to be spot news. Usually they have entertainment value—more of it than straight news. They provide human-interest rather than reason-why copy. Because of their emotional appeal, they are popular if the writer is informal, humorous, or colorful.

News features may include what-why-how features—oddities, how-to-do-it articles and expository stories; where features—landmarks, places, travel, scenery; when features—historical, seasonal, special days, special weeks; who features—biographical, interview, profile, personal narrative, and human-interest.

One of the best ways to learn to write news is to study good news—whether straight news or features. This is true of news to be heard as well as news to be read. You need not imitate effective stories, but you can derive from them tips which will help you adapt your news facts to your news medium.

*Excellent assembly programs provide entertainment, develop talent, promote activities, stress school spirit and pride, and add to the educational program.*

## Are You Satisfied with Your Assembly Program?

**A**MONG ALL THE ASSIGNMENTS a teacher is given in addition to his teaching responsibility an assembly program is frequently considered an unpleasant assignment. In talking to many teachers concerning assembly programs, I find many dislike being assigned an assembly program. Some wish assemblies would be abolished entirely. Others feel they should be conducted every two weeks. Some suggest once a month.

Many favor having lyceum in which professional people furnish the assembly program. The majority of teachers confided they welcome being relieved of the responsibility of a program or are glad when something interferes with their having to put on a program.

Many of the teachers claim that many of the programs are not worthwhile or interesting, that it would have been better to remain in a study hall or use it as a classroom period. A few teachers complained that their students do not appreciate the programs and are rather rude at

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times. In a few schools the principal dominates the period using it for announcements or haranguing the students or discussing school matters. In many other cases the same students, usually the outstanding ones, appear in the majority of the programs.

In my opinion the assembly period is a very vital part of any school. The assembly program should serve several purposes.

1. It should be educational and informative.
2. It should be entertaining.
3. It should provide an opportunity for students to develop and display their talents.
4. It should provide an opportunity for students to develop good habits of conduct and audience courtesy.



5. It should provide for the greatest student participation rather than the usual few outstanding ones.

6. It should be a happy interlude from the daily classroom routine.

7. It should provide an opportunity for the teacher to display her particular talent.

8. It should provide an opportunity for the student to develop an appreciation for the good and cultured things.

9. It should serve as an opportunity for the students to cultivate respect for their fellow student.

10. It should serve as a means for students to express themselves and develop confidence before groups.

11. It should be interesting.

Naturally, no one assembly program will embody all of the things just enumerated. For example, there are times when an assembly program may be all humorous. Sometimes it may be slapstick comedy. The writer, for instance, observed a program in a certain school of the slapstick variety. Some students had asked to put on a program. They chose to put this type on as their idea of a good program. The ironic fact was that the program fell flat. Even the student observers displayed very little enthusiasm during the program. Their reaction was that it was sickening and they were glad it was over.

Frankly, I doubt if slapstick will be attempted again for a long while in that school. It is fair, however, to expect that as one evaluates his school's assembly programs at the end of the school year they generally will have fulfilled the purpose of assemblies.

As a director of activities with supervising assemblies as one of my responsibilities there are certain things I have discovered which can make assemblies a pleasant experience for everyone concerned.

In the first place, I deem it advisable that every teacher be allowed as far as possible to select her preferences of a date for presenting a program. For instance, certain teachers like to sponsor programs on certain days of the year like Thanksgiving, May Day, or Valentine's Day. Others may have as one of their club projects an assembly program which materializes later in the year.

I consider it both unwise and unfair to assign or hold any teacher responsible for an as-

sembly program at least for the first month of school of the new term, or immediately after holidays. The first month of school is usually a busy time with everybody trying to get settled down for the new term. The teacher has many reports to prepare. Students and teachers must get to know each other. Homerooms and clubs must be organized plus other odds and ends which occur in all schools the first few weeks of a new term.

At this point one might ask just what can you do for assembly programs the first month or so if you do not believe in assigning any assembly periods to teachers? We have solved this problem quite satisfactorily. As the one in charge of assemblies I take the responsibility for presenting the programs for the first six weeks.

We regularly hold assembly once a week—fifty minutes in length. The first program of the first week of school of the new term we call "Orientation." This program is designed to officially welcome the students back to school after their summer vacation. At this time the superintendent appears and gives the students a challenging talk. The principal then greets the students and reviews the plans and projects for the coming year. The program is interspersed with selections by the band and group singing.

The second week's assembly marks the appearance of a clergyman who gives the students a pleasant friendly talk on good moral living and character building. Each year a clergyman representing a different faith makes his appearance. The including of a clergyman serves certain purposes. In one instance, it destroys the idea many have that our schools are godless. It develops in the students a respect for the other person's religion and beliefs. It creates and provides for a closer cooperation and friendly relations between the church and the school. The student and faculty reaction to this program is very receptive.

The assembly for the third week of the new term is presented by one of our Public Utility Companies. For example, the Telephone Company and the Electric Utilities Company have excellent presentations in the form of lectures, demonstrations, or motion pictures. They appreciate being invited and ask to be included each year on the program. Our students look forward eagerly to their appearance. Schools should tap this excellent source.



The fourth week, we usually schedule the installation of the members and officers of the student council. In conjunction with the installation ceremonies at times we bring in our local government officials who speak. Other times we present some film or other activity pertaining to democracy and government.

The fifth and sixth week we sponsor the annual school talent show. This program is similar to the talent shows one views on television or hears on the radio. The students have registered for this program since the first week of school. We set aside two consecutive assembly periods for this because of the numerous entries. Several faculty members serve as the judges. A small trophy is presented to the winner. This assembly feature is one of our most popular assemblies and would be in other schools also. All types of talent are presented. In this type of program many students are given an opportunity to display their talent and perform before others which otherwise might not happen.

After the first six weeks has passed the assembly periods from then until the end of the term with but a few exceptions are assigned to various faculty members. The teachers who were usually responsible for the first few assembly programs at the start of the new term appreciate being relieved of any responsibility for a program the first six weeks. This relief has given them an opportunity to prepare for their programs which begin the seventh week after the opening of school. We have discovered the caliber of program they now present is far better organized than before we instituted our six week unassigned assemblies.

For assemblies that occur immediately after holidays we schedule regular feature movies such as *Adventures of Huckleberry Finn*, *Naughty Marietta*, *Mutiny on the Bounty* and others of similar nature. These films are specifically designed for high school use.

The last assembly before the Christmas holidays commence is presented by our alumni. In other words, we invite our former students who are home from college or the service to participate in the program. They relate their experiences in college and in the service. They also remind the students of the things they found most useful which the high school taught them.

Many of the alumni are glad to entertain the students in the same vein as they did when

back in high school. This assembly program is a most delightful occasion as it also serves as a homecoming and a reunion of old classmates and friends. We encourage our alumni to attend this assembly program through letter or the newspapers.

Another good source for assembly programs are colleges. We are fortunate that we live in an area where we are surrounded by five different colleges. At times, we have invited their glee clubs, or their dramatic clubs or some of their other organizations to appear in our assemblies. They are glad to come and render excellent performances.

In every school you will find teachers on the staff who have unusual talents or hobbies. There is no reason why a faculty program can't be presented occasionally. Our teachers enjoy presenting such a program consisting of singing, playing, and humorous skits. The students enjoy it still more. It helps to develop newer respect and admiration on the part of the student toward the teacher.

We were pleasantly surprised to discover that our school nurse had an unusual hobby of collecting lamps. In addition, we learned she is considered an authority in this chosen hobby. She gave a most delightful and interesting talk which captivated everyone. She was delighted that we asked her to appear in our assembly.

Another faculty member is an expert in firearms and training hunting dogs. He gives interesting talks on safety just before the opening of hunting season. On another occasion he presented a program in connection with training hunting dogs using his dogs for demonstrations.

Many times when students are noisy or inattentive during an assembly program investigation might prove the reason for this behavior was that the program was uninteresting. Perhaps, it had no meaning. Another cause could be a poorly planned or rehearsed program where the students did not know their assignments thoroughly. It is not fair to expect students to be patient or attentive when a program is uninteresting.

Teachers will admit that when they attended some educational conference and the meeting was boring or uninteresting they reacted in a similar manner. For example, the writer has observed teachers at conventions reading books,

knitting, whispering, or even walking out when things were boring. Students are no different.

The writer is familiar with cases where some teachers will throw the responsibility for their assembly program on their homeroom with the remark, "I want you students to put on the program. Do whatever you think best." Thus, they have passed the responsibility from their hands. This is a most undesirable practice. The chances are that the program will collapse half way through the assembly and turn into a farce. I have witnessed this occur many times.

The most desirable method of planning a program is to have a student committee working with the teacher. After the program has been planned the teacher should serve as a guide always keeping in touch and working with the group.

In addition to some of the ideas I mentioned earlier in this article for organizing interesting assembly programs there are some others I would like to mention. Exchange programs between schools are pleasant and most interesting: Debates between schools or within the school; Student forums where students discuss problems of their own choice; Play carnivals where students present a twenty minute play which they wrote and directed themselves.

Usually a few assemblies can be devoted to the play carnivals. The student body selects the winning play and a trophy or scroll is awarded the author. Singing festivals are popular. In this setup each homeroom sings a selection. The entire student body selects the champion homeroom. A scroll is issued to the winning homeroom and they are crowned choral champions for the year. Lyceums also can be scheduled as an assembly program.

There are many other good ideas practiced by schools which I did not mention, such as class programs, moving-up day exercises, award days, quiz programs, student fashion shows, hobby programs where students describe their hobbies, minstrels, art demonstrations including cartooning, guest speakers, and others. Above all, be sure and ask the students for suggestions and ideas; they are an excellent source.

Many times it is possible to assign two teachers to sponsor an assembly program. It is advisable wherever possible to relieve some teachers from a program for a year. The following

year other teachers should be relieved of the responsibility. It is also advisable to assign the teacher who had an assembly program early in the year one year to a time later in the term the following year.

As a means of improving assembly programs and planning for the following year, I think it a good idea if the students be allowed to evaluate the program.

This can be done by using a form similar to this.

#### Student Assembly Rating Sheet

We want your reactions to the assembly program you just witnessed. Consider the purposes of assembly programs. Your answers will help us as we plan future programs. Do not sign your name unless you desire to do so:

1. Do you like the formal opening of the assembly?  
Yes..... No.....
2. Was the assembly of any value to you?  
Yes..... No..... How?.....
3. Rate this assembly.  
Excellent..... Good..... Fair..... Poor.....
4. Which assembly has been the best thus far this year? .....
5. What seems to be the general attitude of the students who witnessed this assembly?  
Interested..... Mild..... Indifferent.....
6. Have you ever taken part in an assembly program?  
Yes..... No.....
7. What suggestions can you make for improving this assembly? .....

These rating sheets should be given to the students in only a few rooms immediately after assembly. It is not necessary to poll all the students in the school at the same time. It will only consume a few minutes of the class period to complete these forms. After the rating sheets have been collected they should be forwarded to the sponsor of the program for his information and discussion with the students who participated in the assembly program.

The writer feels that most schools can adopt some of the ideas presented in this article. Some may be new, some may be old. The fact remains that just as they helped make our assembly programs a pleasant occasion for the teachers and students it will do the same for most schools. The secret lies in making a serious attempt to try some of these ideas or work up some new ideas of their own.

*Most colleges and universities have ample facilities and promote activities in many fields to suit the desirabilities of the students in the various schools.*

## A Survey of Extracurricular Activities

**"A** SURVEY OF EXTRACURRICULAR ACTIVITIES" was devised to determine the scope and problems of the extracurricular programs of engineering colleges. These questionnaires were sent to 140 deans of the engineering colleges which are accredited by the Engineers' Council for Professional Development.<sup>1</sup> It was hoped that the deans would complete the approximate percentage of participation by engineering students in each activity; however, this question was too difficult for them to answer. In no specific way could the survey determine the number of engineering students who participate in these activities.

This survey, which received responses from 110 colleges, revealed the types of activities which are available to engineering students. These include organizations, the various kinds of clubs, honor societies, social fraternities, publications, and professional societies. It polled the various engineering colleges to learn their ideas concerning the functions of the faculty adviser and their devices to arouse student participation in the major activities.

Furthermore, the survey endeavored to learn the problems of the extracurricular program, which pertain to the availability and procurement of faculty advisers; the financing of the program; the lack of interest and active participation on part of the faculty, administration, and students; the lack of facilities for athletics, dances, and meeting places; and the lack of procedure for evaluation of the program.

### Athletics

According to the survey, in the field of athletics, engineering students have a wide choice of athletics to enjoy as a part of the extracurricular program. Over ninety per cent of the colleges offer these students tennis, basketball, baseball, and track. Other sports in which stu-

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dents may engage are golf, swimming, table tennis, fencing, soccer, and lacrosse. In engineering colleges students also may join the Athletic Association (77%) and the Varsity Club (66%).

### Clubs

Engineering students have an opportunity to participate in a wide variety of clubs. These may be divided into the following groups: (Figures represent percentages of engineering colleges which have clubs)

Musical Clubs		English-Speech Clubs	
Band .....	95	Dramatics Club .....	86
Glee Club .....	90	Debate Club .....	84
Orchestra .....	73	Creative Writing .....	42
Choir .....	73	Literature Club .....	35
		Forum .....	32
Hobby Groups		Social-Humanistic Club	
Radio .....	86	Poetry Club .....	20
Dance .....	86	International Relations	
Photography .....	57	Club .....	71
Chess .....	42	Psychology .....	37
Bridge .....	41	Philosophy Club .....	33
Foreign Languages		Religious Clubs	
French Club .....	51	Newman Club .....	49
German Club .....	49	Christian Fellowship .....	42
Spanish Club .....	46	Hillel .....	32

### Social Fraternities and Honor Societies

It is impractical and cumbersome to present an accurate account of the number of engineering students who belong to the various national and local social fraternities and honor societies. Engineering students, according to the survey, belong to every known fraternity and honor society. Some are members of social dormitories which operate eating clubs. Dean Frank R. Hunt of Lafayette stated that at least twelve seniors out of a class of 440 listed membership in a social fraternity as their only activity. He further stated that fraternities encourage students to get into other activities.

1. "Total Undergraduate Engineering Enrollment by School, October 6, 1950." *The Journal of Engineering Education*, 41 (February, 1951), 6-9.



### **Publications**

In the field of publications the newspaper and the yearbook are a major phase of the extracurricular program of every engineering college. Also, it is interesting to note that seventy per cent of the colleges issue a magazine, which may be one of three types. It may contain technical articles; it may be a page inserted regularly in the newspaper and devoted to creative writing and feature stories; or it may contain literary or humorous articles. Listed by sixty-three per cent of the colleges is the student handbook, which mainly aids in the orientation of college freshmen.

### **Professional Societies**

Professional societies are in abundance at engineering colleges. The survey yielded forty-one societies, local and national, to which an engineering student may belong. Chapters of the American Society of Mechanical Engineers, American Institute of Electrical Engineers, and the American Society of Civil Engineers are to be found in eighty-seven per cent of the colleges. Seventy per cent have chapters of the American Chemical Society and the American Institute of Chemical Engineers. The Institute of Radio Engineers and the Society for the Advancement of Management are represented in sixty and thirty-seven per cent of the colleges respectively. Twenty-one per cent have a Professional Societies Council to coordinate the activities of the various professional societies of the college.

In addition, the following list of professional societies illustrates the diversity of these organizations which were mentioned in the survey:

- Society of American Military Engineers
- American Institute of Architects
- Society of Automotive Engineers
- Metallurgical Society
- Institute of Aeronautical Science
- American Society of Agricultural Engineers
- Ceramic Society
- American Institute of Industrial Engineers
- Naval Architectural Society
- Petroleum Society

### **Student Activity Card and Fee**

As for the student activity card, forty-six per cent of the colleges stated that the card is a part of the tuition fee; thirty-seven per cent indicated

that it is not a part of the tuition fee; and sixteen per cent did not answer this question. Nevertheless, the purchase of the student activity card is obligatory at seventy per cent of the colleges. Thirty-nine per cent of the colleges do not permit a student to belong to an activity without a card.

The attendance of athletic events (86%) and the receipt of the college newspaper (85%) are the major activities to which the card entitled the holder. These were followed by the receipt of the yearbook (59%) and the admittance to dances (32%). Other entitlements of the card are the payment of class dues; the use of the swimming pool; student union privileges; admittance to convocations, lecture courses, debates, musical and dramatic presentations; and the receipt of the college magazine.

### **Facilities**

For the most part, facilities for extracurricular activities are not lacking at engineering colleges. Over ninety per cent of the colleges have such facilities as fields or courts for athletic contests, athletic equipment, properties for dramatics, libraries, staff rooms for publications, meeting places for clubs, practice and playing areas for athletic contests, halls for dances, and shower rooms or field houses.

Auditoriums were available for extracurricular activities in eighty-six per cent of the colleges; stadia are available at sixty-three per cent. Only eleven per cent of the colleges lacked facilities for meeting places for clubs and halls for dances, and nine per cent lacked facilities for athletics.

### **Faculty Advisers**

Eighty per cent of the colleges indicated that each extracurricular organization must have a faculty adviser. Only ten per cent stated that an adviser is not obligatory.

Most colleges agreed that if an adviser accepts the responsibility of an organization, he should demonstrate a sincere, genuine interest in the objectives of that organization and of the activities by which these objectives will be reached. Also, the adviser should keep himself informed of the activities of the organization. On the other hand, the colleges agreed that the adviser should not dictate policy to the organization nor be expected to assume responsibility for its

### **School Activities**



actions or policies. In general, the survey found that student organizations should be run by the students with the advice and guidance of a faculty adviser.

#### **Other problems in the extracurricular program**

Lack of active participation in the extracurricular program on the part of students (34%) and lack of students' interest in the extracurricular program (28%) were the main problems which were felt by the deans. The colleges which listed these hindrances were urban engineering colleges. In addition to the students' heavy schedules, these colleges must also contend with the problems of the commuting student.

Also, the faculty poses a problem of the extracurricular program. Colleges stated that lack of faculty participation in the program (19%) and lack of interest on the part of the faculty (18%) were drawbacks of the program. Even after the faculty became advisers, they showed a lack of interest (21%), and they did not participate (16%). Availability of advisers (13%) and their procurement (7%) were additional handicaps listed by the administrators.

Financing the extracurricular program, facilities for these activities, and procedures for evaluating the program did not present a problem to the colleges. It is interesting to learn that only three per cent of the colleges lacked the administration's support, only seven per cent lacked procedures for evaluating the program, and only four per cent lacked sufficient equipment.

#### **Conclusions**

1. The fact that the colleges for engineering students have a widespread program of extracurricular activities does not mean that the engineering student is involved in these activities. For example, large universities which have law, medical, liberal arts, and engineering students have indicated that the engineering student does not participate in the extracurricular program as extensively as other students.

From the University of Notre Dame the following comment was made on the questionnaire:

Our engineering students are much more heavily loaded with class work than the students in the College of Arts and Letters and Commerce. Consequently, their participation in activities is more limited; how-

ever, nearly every student participates in at least one activity.

2. At some universities, both socially and scholastically, engineering students are mixed with law, medical, and liberal art students. Administrators feel that engineering students in this situation benefit by the close association.

3. There is no question that individual engineering students do participate in varsity sports, intramurals, general interest clubs; Liberal Arts departmental clubs; social fraternities; radio, speech, and music activities, but what proportion is unknown—except that it probably is much less than would be desirable.

4. While the numbers of engineering students participating in the extracurricular program may be small, the quality of participation is first class. Many administrators have said that some of the best student leaders have come and continue to come from the School of Engineering. In fact, one dean said:

"It is well known that among other students, engineering students are the most stable and stabilizing group on the campus."

5. The chief problems in the furtherance of extracurricular activities are common to engineers and engineering students: the traditionally heavy class and laboratory loads and the belief, however diminishing, that extracurricular activities are unnecessary to the engineer.

6. To arouse students' participation in the extracurricular program, student leaders, faculty advisers, and administrators should utilize effective publicity and advertise the activity—news-papers, posters, and notices to students. Also, the awarding of keys, letters, and certificate and the membership in an honor society will arouse students' interest in the program. Students should realize that participation aids them personally, socially, and professionally. In addition, they are rendering service to their college—a preparation for the service that they should give to their community after they are graduated.

7. Engineering colleges do not lack facilities for extracurricular activities. Over ninety per cent of the colleges have fields or courts for athletic contests, athletic equipment, properties for dramatics, libraries, staff rooms for publications, meeting places for clubs, practice and playing areas for athletic contests, halls for dances, and shower rooms or field houses.

## **Children Grow Through Citizenship Experiences**

**MILTON V. ROSE**  
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In order to put forth adequate effort for the solution of their proposed community-study problems, the Civic Club of P. S. 184 sensed the need to increase its number of workers and leaders.

Trained leadership was limited on both the adult and youth levels. Nevertheless, the children fully realized that the success of their civic-program endeavors would largely depend upon the quality of leadership they were instrumental in soliciting.

Accordingly, the children decided, commensurate with their abilities, to partly train themselves under the guidance and inspiration of their teacher-leader and other interested community leaders.

They met and asked themselves these questions:

1. Can we set up a Junior Leadership Training Clinic?
2. What should we have as our purposes and plans?
  - a. Where shall we hold our workshop meetings?
  - b. When and how often shall we meet?
  - c. What shall we discuss or study?
  - d. How shall we learn these things?
  - e. How shall we test ourselves and evaluate the worth of this project in leadership training?
  - f. How shall we put to practice what we have learned?

The outcomes of their discussion of the questions were as follows:

The school principal provided a room for the clinic and the children designated an eight-week session. Their meetings were held several times a week from 8:15 to 9:00 o'clock. They determined and studied the units of work here listed:

1. What is leadership?
2. The importance of leadership.
3. Qualities for good leadership.
4. Youth and community leadership.
5. The leader's role in:
  - a. Preparing for a meeting.
  - b. Conducting the meeting.
  - c. Initiating and leading group activities.
  - d. Keeping records and reports.
  - e. Providing ways and means of arousing group interest.
  - f. Leading group discussion and conducting interviews.
  - g. Solving group problems.
  - h. Making meetings truly democratic.
  - i. Getting the most out of group membership.
  - j. Providing joy and fun for the group.
  - k. Working with other school and community groups.
  - l. Evaluating a group program.

These units were studied through investigation, research, discussion, interviewing, and personal observation.

Upon the completion of the youth-leadership training clinic, the students evaluated the project according to their own standard for judging. Immediately afterwards, they teamed up with the adult community leaders, their teachers, and co-operatively made a study of the resources of the community for the purpose of educational enrichment and more wholesome living within their own community.

The leadership training received through their self conducted clinic, enabled the club to work better for and with the community leaders, other citizens, and the students of their respective home-room classes.

### **HOBBY PUBLICATIONS AVAILABLE**

Many and varied hobby publications have been prepared by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. Many of them are published in bulletin, pamphlets, and handbook form. Some subjects listed are aviation, birds, boating and fishing, radio, gardening, photography, leather, a catalog entitled "Hobby Publication" is available for the asking.

*Much interest and participation is prevalent in the social program in the secondary school when promoted and operated by members of the student body.*

## Springfield High Plans Its Social Program

**T**HE STUDENT BODY PRESIDENT of Senior High School, Springfield, Missouri, spearheaded his campaign for president last year by promising the students of the high school to expand their social program. On assuming office as President, he immediately appointed a Social Director to his Cabinet, (the executive committee in our student government). She works with committees from the House of Representatives, the Senate, and the faculty to plan our social program.

In speaking of the social program, we do not mean just school parties, but we would include all the social activities in which students participate. For example, conduct in the halls and in the school lunchroom is, in a sense, social activity.

Our student government has always been active in trying to promote acceptable social behavior in the halls, lunchroom, assemblies, and in the student lounge. It has worked through committees of the student government to do this. In our student government we have a permanent lounge committee and a cafeteria committee. These committees try to meet regularly, if possible, once a week.

Last year the cafeteria committee spent many hours helping the administration work out a plan for getting students to the lunch room in an orderly fashion. In our large school we have five lunch periods—each thirty minutes in length. After experimenting with several plans, we finally decided to eliminate most of the bells during the lunch periods and depend on teachers and students to stagger the times to be dismissed for lunch and to report back to the classroom.

The lounge committee assumes responsibility for decorating the lounge each year, for providing the students to supervise it each period in the day, for securing magazine donations from the different rooms, and for publicizing acceptable rules of behavior to be observed by students who visit the lounge.

Early this year the student government sponsored a sophomore mixer. No tickets were re-

May, 1954

**LUCILLE DUGAN**

*Executive Sponsor, Student Government  
Springfield Senior High School  
Springfield, Missouri*

quired for admittance to this party which was held in the high school gymnasium. Student committees from the student government planned the party. Guest books were provided in the front lobby so that sophomores attending the party could sign their names. A floor show was arranged using student talent, and two student orchestras played music for dancing during the evening. Attendance was good at this party, and this was encouragement for the student government to go ahead with its plans to arrange for more school parties.

In past years our planned social activities have been confined mostly to class parties, the senior prom, and club banquets. Our student government decided to try to provide more all-school social functions. We did not think that sponsorship of these activities should be limited to the student government, but we hoped to include all school organizations in our plan. The Social Director of the cabinet prepared a form letter which she sent to school organizations asking them if they would care to sponsor an all-school activity. The following form letter was sent to all school organizations:

December 17, 1953

To: \_\_\_\_\_  
(club) (sponsor)

Subject: Your Club Sponsoring An All-School Activity

In extending the social program this year, the Student Government has planned two social activities during the last semester. The first is to be a reception, January 18, in the lounge, to acquaint the students with the student government activities. The next is to be an all-school dance, February 12.

Would your club consider sponsoring an all-school activity similar to the ones we have planned?

Will you consider this at one of your business meetings and let us know your decision?

Yours truly,  
Student Body President

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The above letter was sent to the following organizations:

Pep Squad	Key Club
Kilties	Science
Re'sume'	Radio
Orchestra	Camera
Choir	Tumblers
Glee Club	Girls' Athletic Association
Future Farmers of America	Y-Teens
Band	Quill and Scroll
Debate	French
Latin	Music
Safety	Future Home Makers
Hi-Y	

After the sophomore mixer, the junior class held a class party. Surveying the school calendar, the student government found that it could schedule an all-school party for February 12th. This party was called the All-School Valentine Dance. The student government underwrote expenses for this party. Tickets were printed at a local print shop. Committees made plans for decorating the Senior High School gymnasium, and a professional orchestra was booked for the dance. The Social Director and her committee decided that this would be a program dance. So programs were secured carrying out the Valentine motif and students who had never attended a program dance were given instructions as to the correct etiquette to observe.

The Activities Commissioner, in working with the lounge committee, decided that not enough social functions were held in the lounge. It's true that students use the lounge before school, during "stretch period," during the five lunch periods, and after school, but the Activities Commissioner felt that we should hold special parties in the lounge.

After consulting with her lounge committee and the Executive Sponsor of Student Government, she decided to ask school organizations if they would be interested in holding receptions in the student lounge in order to acquaint incoming ninth graders and present tenth graders with school organizations in Senior High School. The

Activities Commissioner and the Student Government Committee prepared a form letter to be sent to all-school organizations.

The Student Senate, a branch of our student government, immediately decided to hold a reception in the student lounge for representative ninth graders from the junior high schools to acquaint them with the student government program in our school. The committee sent letters of invitation to student government organizations in each of the junior high schools.

The reception was well-planned. Students were selected to receive the visitors, to preside at the punch bowl, and to arrange for the refreshments. The President's Cabinet of the Student Government gave a program in which they explained the functions of student government in our school.

The Activities Commissioner will work the rest of the current school year to encourage other organizations to sponsor similar student receptions. She has sent a letter of instruction to each of our student organizations. It read as follows:

To: \_\_\_\_\_  
(club) (sponsor)

#### RECEPTIONS BY STUDENT CLUBS AT SENIOR HIGH

This year Student Government has been working on a plan to extend the social program at Senior. As a part of the original plan, parties for the different classes were held.

In connection with the plan of extending the social program, would your club be interested in sponsoring a reception in the lounge after school?

Here are some suggestions and some information about the receptions:

1. If the reception is held this month, a Christmas theme could be used, thereby providing a Christmas activity for students not involved with others.
2. It could be used as a means of *stimulating membership in your club* or to gain greater interest and recognition from the student body for your group.
3. May we suggest that you *invite all sophomores* interested and possibly *all new students* that entered Senior this year.
4. If you want to invite representatives from the *junior high schools*, it would be better if you would set a definite number and hold the reception after school.
5. You should select the date for your reception as soon as possible and clear it with us to avoid conflicting with other organizations.
6. Receptions will be held at 3:30 p.m. in the lounge, except on Tuesdays, when they will be held at 3:00 p.m.
7. If you would like to serve refreshments, you may do so. Clubs may use the coke machine for their receptions.
8. You might decorate a portable bulletin board with information about your club.

(We would like to suggest that you have the members of your club present to act as hosts and to answer



any questions about the organization the guests might like to know. Your sponsor should also be present.)

Any further questions should be taken up with us first hour in Room 212. We are willing to assist you in any way we can with problems that concern these receptions.

A reply is requested.

Student Body President  
Activities Commissioner

We charge only a nominal fee for most of our social functions. For the annual class parties we usually charge ten cents for the ticket. The student government and other organizations at school adopt the attitude that all students should have the opportunity to attend social functions without considering the economic factor.

For our first annual sophomore mixer there was no admittance charge. Occasionally there is an exception to this rule. For example, for our All-School Valentine Dance this year students voted to secure a professional orchestra. The student government subsidized the project, but students paid thirty cents each for their tickets. The expenses for the dance were carefully budgeted,

and since the ticket sale did not raise enough money to pay for the dance, the student government took care of the deficit.

Gradually, over a period of years, our student government has adopted certain specific attitudes relative to sponsorship of social activities.

In summary, these seem to be: (1) social activities include not only planned school parties but behavior in the lunchroom, halls, assemblies, and student lounge; (2) acceptable social behavior standards should be set by students themselves; (3) in our large high school we should attempt to plan social activities for smaller groups by promoting interest in class parties and student clubs; (4) the student government should take the initiative in planning an over-all student social activity program; (5) all student organizations should assume some responsibility in promoting social activities in our school; (6) every student should have the opportunity during the school year to participate in a variety of social activities wherein he can learn acceptable social behavior.

*Adequate adult leadership, when competent and genuinely interested, usually assures maximum student participation in the many secondary school activities.*

## Decentralize Coaching Duties

**O**VER A PERIOD of many years Western State High School of Kalamazoo, Michigan, employed one man to teach physical education and to coach the varsity teams in three sports: football, basketball, and baseball. Several years ago it was decided to "decentralize," that is, have a different coach for each of these varsity teams in this school with an enrollment of 330 students. After operating under this decentralized plan for three years, we are convinced that it has many advantages. These advantages are here reviewed.

First of all, the degree of pressure on the coach is lessened. Football, basketball, and baseball are "pressure" sports in the sense that they are "spectator interest" sports to a degree that is not true of track, golf, tennis, intramural and junior high school sports, and reserve team contests. Whether we like it or not, high spectator interest, accompanied by much newspaper and radio publicity, creates pressures that the coach and school can minimize but not escape.

No matter how unemotional a man may ap-

ROY C. BRYAN  
FRED L. STEVENS  
*Western State High School*  
Kalamazoo, Michigan

pear to be outwardly, inwardly he feels the pressures resulting from the excitement of winning and losing, the publicity, the praise and criticisms, and the state of morale of his squad and the student body.

Tension over long periods of time, year after year, is a threat to the health and well-being of most mortals. Obviously, a man who experiences this pressure for the duration of one sport once a year is in a more favorable position than the one who must experience this condition annually throughout the football, basketball, and baseball seasons.

Furthermore, most coaches like one sport better than the others. When they coach only one, usually it is the one they enjoy most. The freedom to specialize in the sport loved most should mean increased satisfaction and better re-

sults. The advantages of this favorable situation hardly need to be pointed out.

Another real advantage of the decentralized program rests in the fact that it brings the coaches into closer association with the student body and other staff members. When a man coaches only one "pressure" sport, his scheduled duties can include more classroom teaching assignments than would otherwise be advisable. Having the coaches in the classrooms teaching science or social studies or other subjects, that they are qualified to teach, is a highly desirable arrangement.

The past exploits of the coaches on athletic fields and their knowledge of the world of sports make them heroes in the eyes of many boys who may have little interest in the usual classroom activities. The understanding and rapport that he builds in his association with aspiring athletes are assets that pay dividends when the coach finds these same boys sitting in the classroom.

An increase in the classroom teaching duties of coaches also increases their opportunities to associate with the other staff members of the school. Thus, the danger of having the athletic department viewed as something apart from the rest of the school is minimized. Familiarity with the reactions of all teachers to athletic-department policies permits the coaches to help eliminate sources of misunderstanding. Better understanding of the coaches' problems tends to increase faculty support of the athletic program.

Another advantage of the decentralized program appears in the form of more stability or continuity in policies and personnel. With responsibility for varsity football, basketball, and baseball centered largely in one person, the program suffers a major jolt when that person leaves the staff. It means sudden readjustment of policies in all these areas and a period of uncertainty while the new man is getting oriented to a new school and a new community. Under the decentralized program, changes can take place gradually. The loss of one coach disturbs the continuity in only one area of the total program at one time.

Furthermore, the administrator's job in finding a replacement is less difficult. The employment of a classroom teacher, who is qualified to coach a single sport, is usually easier to accomplish than is the employment of a man qualified and willing to coach three sports.

The coordination of policies under such a

program can be accomplished by an athletic board consisting of all the coaches along with the other selected members of the faculty and administration. At regular meetings of this board, questions concerning athletic policies can be discussed and decided. Weaknesses can be identified and corrective measures taken. Under the leadership of a unifying board of this kind, balance and consistency throughout the entire program can be attained.

In conclusion, it should be said that this kind of decentralized program is not necessarily more expensive than a program under which one man coaches varsity football, basketball, and baseball. The main difference in the two plans consists in the manner in which coaching, teaching, and extracurricular assignments are distributed.

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## **The Ornamental in Education**

**WALTER J. BURKE**

*5 La Vereda*

**Santa Fe, New Mexico**

How sad, as a connoisseur of beauty, that fashions in dress as well as in literature change. I view with alarm the reports from Paris fashion designers that dresses will be worn longer or shorter in the fall. I view with equal alarm the reports from renowned educators that in the fall the purpose of education will be to make each individual a happy, garrulous, socially adjusted being. Alas, perhaps gone forever are the days of a well crossed knee. Perhaps also with the days of yore are the persons who are a vast storehouse of familiar and unfamiliar quotations.

However there are always people in society, who having a well turned ankle and a pretty patella, will not succumb to the dictates of fashion, but will decorate or ornament themselves in such a manner as to draw or attract attention from the fact that they are out of tune with the times.

So, too, there are a certain class of people among the educated ranks who feel that the absence of a certain knowledge will bring the contempt of others. Consequently they dress their minds, not in the prevailing fashions of the time, but with isolated, ornamental tidbits of antiquity.

Our society, besides being fashionable, is also highly competitive. This fact is exemplified by the accumulation of wealth and tangible assets by the average citizen, not so much for immediate benefits, but to impress the local gentry; by the campus co-ed, who instead of cornering one Hair-Breadth Harry, concentrates her time and dubious talents in collecting many; by the scholar, who instead of reading for the personal value, reads and studies whereby he can make an impression on others.

One does not seem to be able to unfold his own individuality and destinies in peace and tranquillity, because there is always the restless craving to impose and subordinate others. And among a certain class of men nothing will make such an impression as the selection of reading material.

If, for example, we take what preparation is needed for the reading of Sophocles' *Oedipus*, I think we would find a basic background is one prerequisite. But a peculiar psychological background is also necessary. Of what is the most worth? Knowledge! So the highest sense of achievement can come when we impress others with our intellectual worth.

Ah, what a supreme joy it must be to, after having fashioned yourself after a Portrait of Distinguished Men, and adjusted the lamp so your profile will be shown to the best advantage, take a book of Greek plays from the shelf and sit to wait the arrival of guests. The admiration which shines in your guests' eyes as you lovingly fondle the book and put it back onto the shelf will well repay you for the twenty or thirty academic years that have sped by before you got around to reading Sophocles.

When you casually tell your guests that *Oedipus* has its nearest counterpart in the best modern opera, but to really understand one should read Bieber's *Die Denkmäler zum Theaterwesen im Altertum* or Croiset's *Histoire de la Littérature Grecque*, a mute devotion will immediately spring up. In fact it will be so mute that your guests will suddenly realize that they have nothing in common with you and they will soon depart. But then to the average lay scholar the real value of knowledge doesn't seem to be of an intrinsic nature anyway, but of the extrinsic value and effect on others.

However, to read Sophocles intelligently and so that it might have some effect and impression on the reader one should do more than merely

stumble through the play trying to collect and correlate the thoughts. To begin one should acquaint himself with the myths which inspired the play so that one knows how Oedipus, or Swollen-foot, came to be called thusly.

The reader should know what the oracle of Delphi decreed, and the riddle of the Sphinx. The reader should know the tragic circumstances of the death of Laius, and of the misfortunes of Thebes. In short, the reader should know the whole mythological background of this particular story, and all this preparatory material is contained in Gayley's *Classic Myths in English Literature and in Art*, Chapter XIX, entitled The House of Labdacus.

One should know, since we live in such a critical time where form and style are of such paramount importance, that the Greek drama also had a certain form which was strictly adhered to. One should know little bits of information such as a Greek play consists of alternating dialogues with chorus sections. And a dithyramb is a choral song in honor of the God Dionysius. And that Aeschylus made dialogue independent of the chorus and also introduced a second actor, but that it remained for Sophocles to introduce the third.

One should know the sections of the Greek tragedy, such parts as the Prologus, Parodus, Episode I, Stasimon I, Episode II, Stasimon II, Episode III, Stasimon III, and the concluding Dialogue, or Exodus. Material of this nature could be found in such books as Flickinger's *The Greek Theater and Its Drama*, or Haigh's *The Tragic Drama of the Greeks*.

If one cares to, one can find the Greek influence used to effect in the Elizabethan drama, and even in the modern movie one comes across instances of what might be called the Prologus. In modern writings one can find the classical background and at least the rudimentary forms of the Greek drama in Eugene O'Neill's *Mourning Becomes Electra* or Robert Turney's *Daughters of Atreus*. In prose Christopher Morley's *Helen of Troy* too has the ancient sources.

To go about the reading of this play in a scholarly manner one should be acquainted with the period in which the author wrote and who his contemporaries were. He should know that this period, called the Attic Period, abounded with names and personages long revered in the world of scholarship. In the drama of this period there were names like Aeschylus, Sophocles, and



Euripides. In history there were Erogatus, Thucydides, and Xenophon.

Oratory, which is now a lost art, produced Demosthenes, Pericles, and Aeschines, while philosophy had its Socrates, Aristotle, and Plato. There is no doubt that each of these writers had an effect on the works of Sophocles, so to be consistent, one would really have to be acquainted with their works in order to get the total effect. A nodding acquaintance with this period could be picked up however by reading Haigh's *The Attic Theatre*.

We may imagine that by now the reader knows that the Greek tragedy was of a religious origin, and that they were usually produced in a sacred place. Yet even though the drama of the Greeks never seems to have lost its original character, that of Dionysiac worship, the plays were nevertheless produced in competition. Aeschylus, in 468 B.C., lost the competition to Sophocles who walked away with the prize. The prize being, of course, a goat which was offered as a sacrifice to the Gods.

So with this minimum of preparation the reader can sit quietly down with his *Oedipus* and begin to read. Assuming that there are not too many demands on his time or too many interruptions the reader will finish it in due course and will come away from his readings echoing the words of the chorus in the *Exodus*, the words being that no mortal must be called happy on this side of Heaven.

The reader echoes these words because he has just found out that the Greek authors wrote trilogies which dealt with different phases of the same tragic story. So, starting out to read *Oedipus, King of Thebes*, the reader finds that in order to get the full story and benefit, he must also read *Antigone* and *Oedipus at Colonos*.

And so, too, fashions started with women's skirts being long enough to cover the subject but short enough to be interesting. Now skirts are still functional, in a sense, but are long enough to be uninteresting. The reader starting in his preparation for his reading had vague ideas of brevity, but soon found that even the barest preparation made the subject long enough to be uninteresting.

But our reader persisted because the reading of the classics is still considered by parts of our society as the basic element of a good education.

Even though the trend in education is to prepare us for complete living and anything that

is not directly useful in preparing for that end is considered ornamental, there are still the unfashionable few that say the accomplishments of the fine arts and belles-lettres constitute the efflorescence of civilization. If the preparation and the reading of Sophocles' *Oedipus* will bring me a membership into the refinement, polish, and eclat of the unfashionable few, then I would gladly read it myself.

## The "N" Club of Norristown High School

S. ROBERT POLIS  
*Norristown High School*  
Norristown, Pennsylvania

The Norristown High School "N" Club is an organization composed of letter men of the school who are interested in—

1. Furthering our athletic program.
2. Performing as a service organization to the school and the school district.
3. Belonging to a group with common interests and ideals.

Before elaborating on these three points, let us see what makes this organization tick. We have a constitution which states that any boy who earns a varsity or junior varsity award is eligible to become a member of the club. As a member, he is required to pay dues, attend meetings, and take part on some of our committees which are both numerous and varied.

In addition to current members all alumni are invited to continue their association with us. In fact, we are considering beginning a "Hall of Fame" which is to include members of our athletic teams who have been out of school at least five years. This project is being acted upon at present and it is still in the formative stages. In addition to the alumni, we have faculty representation.

Each year four faculty members are inducted as honorary members. Our faculty members (including junior high school faculty) are quite proud of this honor and conscientiously wear the pin presented to them.

The first phase of our program, as previously mentioned, is to further our athletic program and to foster good athletic relationships with other schools, both in and outside of our district. Related activities in clubs include the



following: editing and publishing the football program, serving as waiters at athletic banquets, presenting trophies and awards to the winners of all grade school athletic events (this includes the catholic schools in our district), presenting awards to the outstanding athlete in each varsity sport at our senior high school, and lastly fostering wholesome relationships with other schools in our area.

As a service organization, we contribute shrubbery to beautify our campus, act as ushers at school events, and maintain high standards of conduct among our athletes.

From the social standpoint we do many things that are wholesome and good. One is our annual dance which we sponsor in conjunction with our very fine "girls sports club." This dance is unique in that it is a turn about dance in which the girls ask the boys for dates.

We have an annual picnic in which all the faculty "N" Club members are invited. This usually takes place at a nearby farm and is characterized by plenty of good eats and a facul-

ty student softball game. In addition to all of these, we work very closely with the "girls sports club" in many activities such as sweat shirt, pennant, beanie, and pin sales.

Our officers include a President, Vice President, two Treasurers, and a Secretary. These officers are elected in the winter at the end of the fall semester. Naturally, the president is chairman of our meetings and directs the club's activities thru our meetings and committees. The vice president automatically succeeds the president and his responsibility lies in organizing our program and procuring speakers and films for the meetings. One treasurer is in charge of dues and attendance and the other keeps our books and is usually enrolled in the commercial course at school. The secretary keeps the minutes and is responsible for organization of committees.

Our organization is quite complex considering that it has been organized just three years, and at present is an integral part of our school's extracurricular program.

*Variety, balance, timing, information, and entertainment combined in radio program, promote continuity and organization of TV programs in community.*

## Radio and TV Promote Public Relations

**A** FEW DAYS AGO, we conducted auditions for our next year's staff of "Red and Black on the Air." It will be our seventh consecutive year of broadcasting; our fifth year in the same half-hour time spot—10:30 to 11:00 a.m., each Saturday over WRAW, Reading, Pennsylvania, an NBC affiliate.

Back in March, 1950, we told our story in SCHOOL ACTIVITIES magazine. At that time, we made a point of the fact that we were on the air all year long. Well, some changes have been made and that is why we are writing now. For one thing, we now suspend operations over the summer months; for another, we have sired a weekly fifteen-minute television show!

Essentially, our formula has not changed since we began our career as a fifteen-minute program, more than six years ago. The same recipe that served to gain us a permanent niche then has functioned well in the expansion to a half-hour program and in the production of a TV show (which, incidentally, we are being

**JOSEPH G. PLANK**  
*Adviser, The Red and Black*  
Reading, Pennsylvania

urged by the TV studio to expand to a half hour, too).

Perhaps you may be considering a venture into radio or TV on a regular basis. If so, you may be interested in knowing what has worked for us. Here's the story.

To begin, our basic structure lies in our school newspaper staff, *The Red and Black*. This is an old newspaper, as school newspapers go. Underneath the heading, you will find these words: "Fifty-sixth year of service to Reading High School." Although we are old, we are not fuddy-duddy and we do take that motto seriously. That's why we launched our radio program; that's why we've begun TV broadcasting. Because we are, first and foremost, a newspaper, we want our product—school news—to get the widest possible circulation.

News, then, is fundamental to both our radio and TV programs. Our radio editors (who also write, direct, and MC the TV show) have the full facilities of the newspaper, with its staff of reporters and writers, available to them every school day. We do this by carrying them on the staff, which meets one period daily in a full-credit course. Their job is to ready a program each week for radio and for TV. Actually, while they do not write for publication, their job is really more exacting. Their deadlines come up every week, whether school is in session or not.

On the other hand, they reap greater rewards. They work under the supervision of professional studio personnel and, not infrequently, they find that their experience leads to financial rewards.

Ted Stanley, whom we mentioned in our previous article as our first radio MC, was earning \$75.00 a week as an announcer over WRAW while he was in his senior year at a nearby university.

Our present radio-TV pair, Clair Matz and Evelyn Jacobs, have secured a sponsor for another TV show. The sponsor offered them a twenty-six week contract after he had "caught" their first two programs of the school show.

This, we feel, is because the programs have variety, balance, timing, and entertainment value.

Although we start with news as a basis for each program, into each show is woven equal parts of music, interviews, talent, and novelty.

In the current radio series, for example, we feature a musical tune quiz. A student pianist plays a series of tunes, while four contestants—usually students, but sometimes teachers get into the act—armed with easily identifiable noise-makers to indicate when they are ready to identify the tune, compete to see which can name six tunes first. A local music store awards records to the winner.

Since our TV programs are broadcast over another station, WEEU-TV, Channel 33, we have changed the title of our show there from "Red and Black on the Air" to "On the Castle Campus." Perhaps we ought to explain that a nickname for Reading Senior High School is: "The Castle on the Hill." Basically, it's the same program.

Because television primarily appeals to the vision, we, of course, have a greater variety of talent from which to draw. Magicians, escape artists, dancers, and other interesting performers who have not had an opportunity to appear on

our radio show now parade before our cameras every Wednesday evening, 9:30 to 9:45.

Even more than we could with radio, we have drawn students from the whole school into our shows. A group of musicians whom we have dubbed the "Castle Combo" works each show, playing our theme number, backing up the performers, and playing a featured number of their own. All the students who have appeared or who wish to appear are intrigued with this newest opportunity for performing. They help with suggestions and with work on lighting, card designs used in opening and closing the show, and in many ways.

Our experience with the local studios has convinced us that, if your students want to have a radio or TV program of their own, it is easily possible. Each year we wonder how in the world we will carry on after the graduation of the radio editors we have come to regard with affection and respect. Yet, the next year, thanks to careful studio auditions, there is your new crop—often better than last year's! Don't be afraid!

## **Organize a Friendship Club**

**SALLY ANDEREGG**  
*Burnham School*  
*Cicero, Illinois*

Jack: Hello, Judy.

Judy: Hello, Jack.

Jack: Did you hear about the Burnham School Friendship Club? They have badges and stationery of their own—and gee—they're swell.

Judy: (Interrupting) You know my cousin Carol—well, she belongs to the Club and she told me all about it. She even got a pen pal in Italy for me.

Jack: Gosh, what would we have to do to get a badge?

Judy: Well, Carol and her friend will be here right away and I guess they can tell you all about it, Jack.

Jack: Boy, I wish we could have a Friendship Club at our school. What I wouldn't do for a badge!

Judy: Oh, Jack. Do you think our teacher would help us organize a Friendship Club? Here's Carol and Joan now. (Excited) Hi! Carol and Joan.

Carol and Joan: Hi, there!

Judy: Say, Jack is all excited about your Friendship Club—especially the badges—show him the . . .

Jack: (Interrupting) Let me see your badge (Jack looking at badge, reads slowly) "Friendship and Brotherly Love Around the World." Boy, what a motto! How did you get the badge—what would I have to do to get one?

Carol: Well—this is the third year that I have belonged to the Club. (Proudly) And—last year I was an officer. I write letters to ten different countries. And imagine! We sent over 2,500 candy bars to 20 countries—and 31 large boxes of clothing to the Foster Parents' Plan For War Children. (Continuing, excitedly and proudly) and a most important part of our Club's work is with the Foster Parents' Plan. Why we adopted a little war child in Greece!!!

Jack: (Interrupting) A War Child in Greece! Wow!

Carol: (Continuing) And we do lots of things to show our friendship and now he's sort of "our brother." His name's Ioakim—and he lives in Athens—and he's ten years old—and . . .

Jack: (Interrupting) That's just what I am Carol—ten years old—do you know all about him like he was a real brother?

Joan: (Continuing Carol's speech) You bet we do !! We almost feel as though we've seen him, and talked to him. We even have pictures of him—and we know his favorite games, 'n about his family, 'n his school—and he wants to be a mechanic when he grows up.

Judy: Gosh, this is interesting—how did you find out so much about him?

Jack: (Almost breaking into speech above) I want to know, too—how'd you get his picture?

Joan: Well, we got about ten letters from Ioakim through the Foster Parents' Plan. They got Ioakim for us, and sent us his picture, and a case history that tells all about him, and his family—and they keep sending us news about him all the time—and . . .

Carol: (Excited and interrupting) Didn't you see Ioakim's picture, 'n everything in the Cicero Life newspaper? They wrote about him—and what a story!!!

Jack: What kind of news did you get about Ioakim?

Joan: Well. We know his father was executed (sadly) . . . and poor little Ioakim doesn't even remember his father—he was so little—

and there's a sister Helen, and their mother. Helen is twelve—'n they live in one teeny little room—where they eat and sleep—'n they cook on a sort of broken little one-burner kerosene stove.

Carol: (Interrupting) But he doesn't have the good food we have. I don't even think he ever had a dessert like we have. Most of the food is all starch—and kids like us can't grow up strong on starch. They hardly have meat—maybe if there's a party, 'n they don't have enough money for a party hardly ever—his meals are mostly bread, and olives or macaroni—and not all together, either.

Jack: (Thinking) I wish we could help a kid like him. Say do you know anything about his school?

Carol: Guess they're about the same—'xcept that he has Greek history instead of American history like we have. School is from two to five in the afternoon—and there's only six grades—'n Ioakim's in the fourth grade—(proudly) he's a very good student and gets real good marks!

Judy: Don't you know any more about him?

Carol: (Thinking) Well. There are 140 in Ioakim's class—that's pretty big—'n he has a friend, Yanni—that's the same as John in English. Yanni's father is a peasant, an' he works in the field outside of the town. Ioakim and Yanni are trying to make a scooter—but it's hard, 'cause they have no tools. Very few Greek boys even have a hammer, 'n so they borrowed one from a man in a shop.

Jack: (Still thinking . . .) Boy! That's just what I'd like to do, too—make a scooter. Do you know if he plays the same games we do—like marbles, and hid-'n-seek—'n ball—and—?

Joan: (Interrupting) Sure—'n he flies a kite just like we do in windy March.

Jack: I sure wish I knew him. Say, Judy'n Joan! Do you 'spose our school could 'adopt' a boy our age? I'm going to ask my teacher first thing tomorrow morning.

Carol: (Importantly) Just a minute, Jack! There's lots of hard work if you want to do this. Do you think your school could raise \$180.00? That's what it costs a year to 'adopt' a boy like Ioakim.

Jack: (Very surely) Oh sure. We fellows could do it like nothing—you fellows did it, didn't you?—and so why can't—



Judy: (Interrupting, excitedly) You can't leave us out!! We want to help, too—

Jack: (Sarcastically) What can girls do to earn money?

Judy: (Defensively) Why—we could baby sit, wash dishes, 'n have a candy and pop corn sale—'n we could even have a white elephant sale—Now! (proudly) Who says we girls can't earn money!

Jack: (Slightly sheepish) Guess I was sort of selfish. We do need all the help we can get. We fellows can give either part or all of our allowances, tips from our paper routes—we can rake leaves—'n wash cars, 'n clean basements, 'n garages—and we can baby sit, too! Say couldn't we do a lot for a "war boy" like Ioakim?

Carol: Well, Ioakim gets through the Plan and our help, regular packages of food 'n clothin', 'n it all comes from the Plan warehouse in Athens, Greece. Gee! it seems so far away—and Ioakim gets medical care, and dental care—and schooling. In Greece, it costs money to go to school—no free schools like in the United States. His mother gets seven dollars each month from the Plan and us—and she uses it for Ioakim's special needs like school, and so on—and lots of things—

Joan: (Interrupting) Carol, we forgot to tell Jack that we write to Ioakim. We must do that because he writes to us every month. All the letters are translated—ours into Greek and Ioakim's into English. That makes it easy for us to correspond and know about each other.

Jack: (Intensely) Judy! We just got to be part of that Plan, and help—it sounds just exciting and special!

Joan: (Continuing) We collected over \$200.00. There are almost 700 of us children . . . right from kindergarten to the Eighth Grade. You know, my teacher said we are just beginning to discover the real meaning of brotherhood. 'N that's awful hard to understand unless you help someone. She said we will be worthy if we can sort of waken more people to help our brothers all over the world . . . (thinking) It sort of makes me feel all warm inside.

Jack: Oh, boy! I'm sure glad you wakened me to help. What a Club!

Judy: Mom says that if enough people cared, and shared—why, there would be enough for everyone. It seems so easy. We must start right away. I've got to go home and tell my mother now.

Jack: So long Carol'n Joan. Oh, I hope I remember it's The Foster Parents' Plan for War Children, Inc.

Judy: And don't forget the address. It's 55 West 42nd Street, New York, 18, New York. Lots of luck—and tell others about it too, won't you? So long!

## Is It Always Thus?

J. R. SHANNON  
Del Mar, California

Charles Dana Gibson<sup>1</sup>, in a cartoon copyrighted in 1894 and entitled, "Why Is It Always Thus?" showed six beautiful girls and one man admiring an athlete at dinner while the guest of honor sat neglected. Then this: "The entertainment is given in honor of the distinguished scientist who sits by the table. But the real favorite is the famous hurdle jumper, who happens to be sober this evening."

A year later, the famous black-and-white artist produced a cartoon with the same theme. It showed a football game and was entitled, "The Leading Features of a Liberal Education." Thus, it is established that scholastic athletics was satirized sixty years ago, and one is prompted to ask not "Why is it always thus?" but "Is it always thus?" Also, "What is the antecedent of *it*, the popularity of athletes or their drunkenness?"

If *it* refers to the popularity of athletes and athletics, the answer is *yes*. They have been popular at least since 776 B.C., the date accepted for the first Olympic games. They continued to be so popular that the Olympic games were revived the year after Gibson threw his second insult, and the Olympics today are the world's best gesture of international good will. Common observation of newspaper, radio, and television publicity for athletics attests the continued popularity. It is always thus, that athletes and athletics, scholastic or otherwise, are popular.

Why are they popular? Because they satisfy demands built deep in human nature. Why should people object to their popularity? Probably because of sour grapes. The satirists either could not make the team or else they envy the appropriations made to athletics.

Now the alternative—what if Gibson's *it* re-

1. Charles Dana Gibson, *The Gibson Book*, Volume I. New York: Charles Scribner's Sons, 1906 (pages unnumbered).



ferred to drunkenness among athletes? No effort will be made to cite all of the available evidence bearing on the relative virtues of athletes versus non-athletes, but enough from those known off-hand by the writer to show the fallacy of the allegation.

Dorothy Eaton<sup>2</sup> found that the proportion of high school athletes entering college was uniformly higher than that of non-athletes in the same high school graduating classes, and that the proportion of high school athletes graduating from college was also greater than the similar proportion of non-athletes in the same high school graduating classes. Marvin L. Snoddy<sup>3</sup>, in measuring intelligence and academic achievement in Greene County, one of the outstanding athletics counties of Indiana, found practically no difference between high school athletes and non-athletes.

Neither Mrs. Eaton nor Mr. Snoddy took account of drunkenness versus sobriety, and no such comparison of athletes and non-athletes is known to the writer. But a comparison of adjustment and personality traits of athletes and non-athletes made by Gerald C. Carter<sup>4</sup> came closer to the point, and showed athletes to be ahead. And a follow-up of college athletes by Glenn M. Curtis<sup>5</sup> showed them quite as successful and respectable adult citizens as their non-athlete classmates. Surely, such findings as Carter's and Curtis's could not be if athletes were predominantly drunkards.

The writer<sup>6</sup> found, furthermore, that athletic coaches are more likely to become high-school principals and superintendents than are teachers of other subjects. Assuming that coaches are former athletes, this fact does not speak ill of athletes' sobriety.

These comparisons of established fact with an artist's assertion suggest that Mr. Gibson was obviously prejudiced and his insult ill-founded. Nevertheless, the knockers are still vociferous. Will it always be thus? Insults toward athletes and athletics are not new, but athletics has prospered anyway.

2. Dorothy Eaton and J. R. Shannon, "College Careers of High School Athletes and Non-Athletes," *School Review*, 42:356-361, May, 1934.
3. Marvin L. Snoddy and J. R. Shannon, "Standardized Achievement Measurements of Athletes and Non-Athletes," *School Review*, 47:610-612, October, 1939.
4. Gerald C. Carter and J. R. Shannon, "Adjustment and Personality Traits of Athletes and Non-Athletes," *School Review*, 48:127-130, February, 1940.
5. Unpublished report by Glenn M. Curtis of Martinsville, Indiana.
6. J. R. Shannon, "Want to Be Principal? Your Chances Are Fine!" *Scholastic Coach*, 20:16, 54-55, June, 1951.

Just as the poor will be with us always, so, it seems, will the sour-grape boys. But in neither case does it need to be true. Schoolmen no longer revile athletics but try to direct it towards educational, social, and community-betterment ends. It is time that non-schoolmen get on the band wagon.

## What You Need

### NEW LABELS FOR TAPE RECORDINGS

Identification of tape recordings is made easier as the result of a new pressure-sensitive labeling tape called "Scotch" write-on tape No. 48. It provides a continuous roll of 40 printed labels that stick at a touch to the reels themselves. Complete with a convenient metal dispenser, the new labeling tape features a special matte finish that can be written on with pen, pencil, ball point pen, or typewriter. The  $\frac{3}{4}$ " wide tape retails for 25 cents in 100" lengths and for \$1.25 in lengths of 66 feet. It is available through all dealers selling "Scotch" brand sound recording tape.—Montana Education

### NEW BAND ALBUM

"Morton Gould Directs" is the latest band album to be made by Columbia Records. It was released in January.

The album, available in all three speeds, was recorded by the Columbia Recording Artists Band, an aggregation of first-chair players from such organizations as the New York Philharmonic, the NBC Symphony, and the Metropolitan Opera Orchestra. Included in the music are "Italian in Algiers," "Wing-Ding," "Midnight in Paris," "Our United States," and "Marianna."

The album is on sale in local music stores all over the country. It has received the approval of NIMAC and CBDNA.—The Instrumentalist

### UNUSUAL YEARBOOK INNOVATION

The newest in unusual school yearbooks are those with a phonograph record attached. Tape recorders are used to record the "school year in sound," including the band, glee club, cheering section, excerpts from class plays, or whatever the yearbook staff selects. The tapes are then permanently recorded on a 45 rpm record which is slipped in a pocket just inside the front cover of the yearbook, providing every yearbook buyer with 16 minutes of sound effects from the school year. Information is available from Telebook, Inc., Suite 2000, 208 S. LaSalle Street, Chicago 4, Illinois

# GOOD NEWS

## *For Yearbook Sponsors*

### WHO ARE NOT FULLY SATISFIED WITH THEIR BOOKS

Perhaps we don't have *all* the yearbook answers. But we do have two suggestions that may mean a complete change in your yearbook schedule and in the results you obtain.

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Join the NATIONAL SCHOOL YEARBOOK ASSOCIATION and get the benefit of the FOURTH ANNUAL CRITICAL SERVICE.

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It's an independent organization of and for school people for the purpose of helping sponsors of annuals do a better job in staff organization and assignment, planning of the annual, money raising, all-around production. Through the critical service, we examine your yearbook page by page and section by section, bringing you full and complete evaluation from outside experts of many years' experience. Especially familiar with and interested in the NEW LITHOGRAPHED YEARBOOK, NSYA experts welcome books done by this method. . . In short, it's the only service organization in the country which is concerned exclusively with YOUR NEEDS AND PROBLEMS, which talks and works for your best interests the year-around.

#### SUGGESTION NO. 2

SUBSCRIBE TO PHOTOLITH AT ONCE, so that you'll get every issue for next year's annual.

#### What is PHOTOLITH?

Photolith is the official monthly publication of NSYA, and the ONLY MAGAZINE IN THE COUNTRY which is entirely and exclusively devoted to YOUR INTERESTS AND NEEDS as a yearbook sponsor. Its articles are all written by those directly connected with yearbooks—photo experts, business managers, sponsors, artists, etc.—and all FOR AND ABOUT YEARBOOKS. They cover everything imaginable—layout techniques, money-raising ideas, photographic tricks, reviews of top-ranked annuals, etc., etc. Up to 50 per cent of the various issues are pictorial, since the magazine is an off-set-lithography production (like most yearbooks). Just about any problem you may have as a new—or an experienced—sponsor is covered in articles in PHOTOLITH.

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# ASSEMBLY PROGRAMS

## for September

September brings realization to spring's pre-planning. "Back to school" is the topic of conversation. The students learn to adjust to the curriculum like wearing new shoes. The younger they are, the more eager and anxious for school to begin. What is there in educational tasks that dampens that desire for learning?

The director of the school assembly programs has a wonderful opportunity for developing never-to-be forgotten memories and creating the ideals of good citizenship. Truly the participation in cooperative objectives builds staunch American characters. The skills needed for creating worthwhile assemblies make teachers and administrators "roll up their sleeves" and work. It takes real work to make a program click. Since the best criterion for the superior assembly programs is determined through benefits gained by the audience, certain standards or principles are mandatory.

In the early part of this century, the school assembly was designated as chapel exercises. The entire school met the first fifteen to thirty minutes once a week. The program consisted of the scripture, prayer, and a religious or ethical talk. In some schools this is the prevailing custom.

Many administrators are plagued with problems concerning school assemblies. Assemblies mirror school life. Educational values justify the activity. Participation develops school unity and good citizenship. Assemblies provide worthwhile experiences needed for democratic living.

### PROGRAM POLICIES

Program policies depend upon the mores or customs that have been followed in a particular school and upon the administrator's wisdom.

Several problems demand definite decision of the principal. The first is scheduling a regular time, place, and length of the assembly. A wise principal realizes that Wednesday's audience differs from Friday's. After the second period the group has different attitudes from those after the last period of the school day. Therefore, it is apparent that thirty to forty minutes in length and the period between second and third hours give the best results. The first and last periods are the least desirable. Once a week is better than sixty-minute programs once a month. Pep as-

**UNA LEE VOIGT**  
*Enid High School*  
Enid, Oklahoma

semblies should be scheduled separate from the curriculum assembly.

The principal also appoints the co-ordinator of assemblies. In Enid High School, the sponsor of the Student Council, Miss Ruth Moore, has been the executive.

The Student Council Committee and the faculty committee worked out the assembly schedule. The Student Council presented the formal opening, emphasizing the ideals and other phases of American life and tradition.

Other school principals have faculty committees plan a blue-print of assemblies for the coming year. Pep Club sponsors, coaches, and heads of departments work together to plan a tentative schedule.

The principal decides on the policy of student participation. In some schools a certain class, as a drama or public speaking class is responsible, and trained as a special group to produce assemblies. This plan may serve its purpose but the same philosophy will predominate every program.

When a different department presents the assembly program, different thinking develops. Such a program provides opportunity for the performance of students who excel in a certain department of the school life. Thus the assembly program develops school unity through cooperation and understanding of all phases in education.

### Assembly Theorems

In planning the presentation of a thirty to forty minute weekly assembly program, the following fundamentals are self-evident:

1. Plan the purpose: determine the theme: Five purposes of speech are to inform, to entertain, to impress, to persuade, to convince. All Americans want happiness. Aristotle states that good luck, friends, family, long life, wealth, and high birth are among the constituents. Americans want religion instead of good luck.

2. Organize the details: This is the delegation of authority to others for planning rehearsal time, costumes, or lights—but it is a wise chairman who can delegate without letting program



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*Believe!* *Evaluate!*  
**EXAMINE!** *Utilize!* **TEST!**  
**INVESTIGATE!** **ACT!** **ASSIMILATE!**  
**APPLY!** **USE!** *Patronize!* **BUY!**  
*Keep!* **TRY!** **ACT!** **ORDER!**  
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arrangements be taken out of his hands. Students are apt to "take the ball and run with it." They become very frustrated on finding out who is the referee. Inexperienced planners secure more than twice as much material than is needed. They seem to fear a short program. So there is a need to study the time limit and build to it as well as to the theme and purpose.

A song or ballad takes about three minutes. By allowing one minute to include applause and introduction, a director can usually estimate the time. Inexperienced musicians are more likely to be indefinite but safety lies in limiting them before they perform. Once they are on the platform, the director is helpless. Thus schedule the program with care; don't lose sight of the clock. 'Tis better to be three minutes too short than ten minutes too long.

The third law is to keep the program simple and natural so that by teaching or inspiring the program touches the lives of the listeners. The speech act in doing something for others, makes the whole school gain in knowledge.

Sometimes this is difficult to prove to students. The entertainment field is complicated. Sometimes children want to shock the audience as they have seen others do. The National Broadcasters' Code is clear and upholds American ideals. Students can become familiar with it.

Students of Enid High School learned through experience that goodness has compensations. After presenting a Dragnet skit for the radio assembly, they were requested to write one for the local Tuberculosis Association.

The fourth premise concerns the formal opening. A good introduction emphasizing the flag salute, the reading of the Bible, the presentation of the colors, repeating the school creed gives unity through participation. Pupils will remember the ceremony as a part of tradition. In later years they remember the ideals as an important part of their lives.

Plan a good formal opening with faculty members and council members. Start a new tradition if the school has never had one.

### ARE ASSEMBLIES WORTHWHILE?

(Written by Victor Hayes and Ronnie Wheeler)  
 Seniors of Enid High School

Announcer: Today our program is another in our series of weekly "Hairnet" programs. Today's case is "Are Assemblies Worthwhile?"

Theme: Up and Out: Dragnet.

Victor: My name is Augustus. My partner's name is Disgustus! Say hello Disgustus.

Joe: How are you, Allready?

Victor: The other day a cute little number walked into our office and said—



Jo Anne: Hey Senior, I don't like assemblies because they don't give enough time to loaf in the halls with my boy friend.

Victor: School is a poor place for that sort of thing.

Jo Anne: Yeah, but I like to see him at a little closer range than clear across the auditorium.

Joe: Well Augustus, I guess we had better go to Enid High School and inspect these assemblies.

Theme: Up and Out: Dragnet.

Victor: Friday morning at 8:29 we walked into the auditorium. I knew it was 8:29 since 8:02, I had been dumped out of bed on the floor, had cold water poured in my face, hurriedly dressed, fallen down the stairs, eaten breakfast, jumped in my little rod and flew low over to Disgustus' house and proceeded to wake him up the same way as I was awakened. Then we trudged to assembly.

Joe: Say Augustus, there's sure a batch of kids here! Over one thousand!

Victor: Yeah, you're right.

Joe: We noticed a cute little number sitting in the balcony gazing intently at a pair of shoulders in the senior boys' section. All during the assembly we noticed that she kept looking over everyone in the senior boys' section. But our attention was held on the stage by a very fine show.

Theme: Up and Out: Dragnet

Joe: We asked a few questions and decided to call the girl into the office.

Victor: I understand that the students last year were hollering because there weren't enough assemblies. Is that right?

Jo Anne: I don't know; I'm just a dumb sophomore.

Joe: Were you paying attention to the program today in assembly?

Jo Anne: Yes sir, very close attention.

Victor: So we noticed, attention to the senior boys.

Jo Anne: Well, I was watching the show, too.

Joe: Not very closely though were you?

Jo Anne: Well, no sir.

Victor: How much of a success would the assemblies be if everyone paid as much attention as you did this morning?

Jo Anne: I confess, they wouldn't be much of a success.

Joe: No, they sure wouldn't. Success depends on everybody. Well, you can go now. Try to keep your mind on the program hereafter.

Jo Anne: Thanks, senior investigator. I'll remember.

Theme: Up and Out: Dragnet.

Victor: We talked with this girl a few more times. She kept on complaining that the assemblies were taking up too much time from her and her boy friend. What she needed was to help put on a sophomore program.

Joe: We checked again at the next assembly. Ignoring this girl, we checked the rest of the students. Also we decided to ask a few questions.

Victor: Let's talk to that boy over there.

Joe: All right.

Theme: Up and Out: Dragnet.

Victor: Hey you—come here.

Bruce: You-You mean me mister?

Joe: Yeah you!

Bruce: What do you want?

Victor: We want to ask you a few questions.

Bruce: Suppose I don't want to answer?

Joe: We can always take you where you will have to answer.

Bruce: You-You mean the office?

Victor: Yes the office! Now will you answer?

Bruce: (Pleadingly) No—not that office—I'll answer.

Joe: Are the assemblies always this good?



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Bruce: Usually.  
Victor: Are the students always this interested?

Bruce: Usually.

Victor: OK! that's all we wanted to know.

Theme: Up and down—playing softly all during last speech.

Victor: This was all the evidence we needed. By witnessing two assemblies and asking questions we proved that assemblies were worth more than an extra five minutes with her boy friend, and thirty minutes from classes. The tension from the regular school grind, the assemblies provide entertainment and education. We learn to be good Americans. Next year with our new auditorium there will be more and better assemblies for all of you to enjoy.

Theme: Up and to end of record.

### ALL-SCHOOL ASSEMBLY

In small schools, the entire community assemblies for the first program. This is a prevailing custom.

Haskell, Texas, has an annual "Back to School" program held the first Friday in the school stadium. Superintendent C. D. Allen and Harold Spain, president of the local Chamber of Commerce, are co-sponsors.

A letter-writing contest, open to all students of Haskell County public schools, is one of the features of the program. The subject is "What School Days Mean to Me"; awards were cash prizes for best letters written by primary, elementary, and high school students.

Another feature of the program is the introduction of faculty members by Superintendent Allen and presentation of the football squad by the coach.

School songs and marches were played by the high school band.

### WELCOME ASSEMBLY

#### Student Council

**Suggested Scripture: Luke 2:42-52**

New students need to be honored by the theme "Welcome to Our School." A survey of new students will show talents that can be presented.

Original poems and speeches of welcome are given by a speaker representing each class. Comedy can be added by mentioning persons who have the loudest voices, biggest feet, broadest smile, and friendliest welcome.

Rules of the school can be dramatized to show their necessity. A large map may show how the departments make up the school plant.

The history of the school may be shown in skits or pantomime.

### INDIAN ASSEMBLY

#### Speech and History Departments

**Suggested Scripture: Luke 10:30-37**

An Indian assembly can be presented as a fall activity. Big White Eagle can emcee. The setting is an Indian camp—showing wigwam and trees. Indian melodies are numerous. "In the Land of the Sky Blue Water" by Cadman and "Indian Love Call" by Friml are good.

Indian games and action songs are available. The legend of Niagara is a good number for interpretation. Indian legends are suggested for dramatizing. A good one is "By the Waters of the Minnetonka."

The script committee can find facts about the original Indian tribe in a particular locality at the local library.

James Fenimore Cooper was born in September. "The Leather Stocking Tales" can furnish ideas for assembly programs. Indian characters in literature and history also make interesting portrayal. Pocahontas, Minnehaha, and Uncas are a few that can be introduced through pantomime or acting.

### SINGSPIRATION ASSEMBLY

#### Music Department

**Suggested Scripture: Psalm 66:1-10**

School songs are always enjoyable. A part of the student body needs to learn them. A peppy chorus-sing can be conducted by the song leader. Guest musicians are willing to appear.


A more elaborate program may present songs as My Bonnie (a girl in Scotch costume;) Marcheta is a Spanish girl. Mixed quartets may sing well-known songs.

A song shop shows customers seeking certain kinds of music; songs and instrumental musical numbers make a clever and interesting program.

Stunts, ballads, and humorous songs are included with popular ones.

Singing games give action to the program. "Oh Susanna" and "Roman Soldiers" are good numbers.

Speeches may include the history of the song presented. A dramatization showing how the song was written, makes good numbers.



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# News Notes and Comments

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## TV Opportunities

Another publication showing the many opportunities for use of television in education has been issued by the Joint Committee on Education Television.

"Television in Education" is a report of a study made by the Educational Television Programs Institute in April, 1952, at Pennsylvania State College.

The booklet is available through the American Council on Education, 1785 Massachusetts Ave., N.W., Washington 6, D.C. — School and Community

## Radio Eyes Probe Space

Astronomers believe they will soon discover the secret of mysterious radio waves from outer space that reach the earth. These may come from the vast collections of stars known as galaxies. Radio signals are also flashed by meteors as they break up on hitting the outer layers of the earth's atmosphere.

This was one of the recent developments in science reported at the 1953 meeting in Boston, Mass., of the American Association for the Advancement of Science (AAAS).

Using radio waves in place of visible light waves, man can now "see" several thousand light years farther than he can with optical telescopes. —Senior Scholastic

## Photo Club Develops Prints

Developing film was the activity undertaken by the photography club at a recent meeting at DTHS.

Mr. Raymond Fischer, club sponsor, first showed the new club members how to develop film by developing a roll of his own prints. Then those boys who had some prints followed this process.

Printing and developing contact prints will be the activity undertaken by the Camera Snappers at the next meeting.

Thus far 11 members belong to the organization.—The Magnavox, DuQuoin, Ill.

## Get Bank Experience

Each year the Chase National Bank, New York, selects about 150 high school seniors and puts them to work as full-fledged bank em-

ployes. The students work two hours a day, two days a week. But in that time they get the basic training needed for full time banking work upon graduation.—Oregon Education Journal

## Foreign Students Eager for Pen Pals

Boys and girls from nearly every country in the free world have sent teacher-sponsored letters, most in English, to the International Friendship League and are eager to have pen pals in the United States.

Teachers find that much up-to-the-minute information from abroad can be obtained from the letters. In addition, the letters are good training for students in learning how to express themselves. Currently more than 200,000 American boys and girls are engaged in the project.

Complete information about pen friends may be obtained by sending a self-addressed stamped envelope to the International Friendship League, Inc., 40 Mt. Vernon St., Boston, Mass.—School and Community

## Sportsmen Give Award

The Upper Peninsula school with the best conservation teaching program, in the estimation of the Northern Michigan Sportsmen's Association, is the Felch High School, Dickinson County. At the Sportsmen's thirtieth annual dinner in September, Michael F. DeFant, president of the association, made the award presentation in recognition of the school's outstanding conservation program. Roger Dickson, president of the student council of Felch School, accepted the plaque on behalf of the school.

Graveraet High School, Marquette, and the Alpha School, Iron County, received "certificates of merit" for "highly superior" programs in conservation.—Michigan Educational Journal

## Hobby Day

Many children have a hobby—collecting stamps, buttons, postmarks, or dogs, embroidering, making a scrapbook of baseball players' pictures, or some other interesting idea. Set a day and let each child bring his hobby to show to the class. If you have too many for one day, divide the group and use as many days as are necessary.—Ethel Miller in The Grade Teacher

#### Area Student Council

The San Luis Valley Student Council is now in its fourth year and has grown to a membership of ten schools. The Council was organized with the idea of improving the relationship among schools according to Barbara Jordan, secretary-treasurer of the San Luis Valley Student Council, as published in the Colorado School Journal.

This group has definitely increased the interest in the activities of other schools and the understanding between the schools, a result which has made for better sportsmanship.

The officers are chosen from different schools; no one school is able to hold two offices in one year. Each school has five representatives to the council. The council meets four times a year and the meetings are rotated alphabetically.

As an outgrowth of this group, exchange assemblies with member schools are held each year.

Last year a tape recording was made in the valley council on sportsmanship and purposes of our valley council. This recording was broadcast over radio stations in Leadville, Salida and Alamosa.

#### Reprints Available To Schools

A series of articles entitled "Great Ideas of Western Man" has been running in "Time" magazine. The ads each point up some phase of human relationships, most often, some phase of Democracy. The ads are produced by the Container Corporation of America, 38 South Dearborn Street, Chicago 3, Illinois.

Schools and colleges may secure reprints of the articles by writing to Marjorie A. Williams, advertising department, of the company.

Robert R. Halley of Avenal High School, Avenal, California, who is responsible for this information wants the series for bulletin-board material. He is especially thinking about the "Student Council Bulletin Board."

#### Plane Facts

A late-model interceptor carries more electronic equipment than the average television station—495 tubes and 6,400 coils. . . . The fan rotor for a new aircraft wind-tunnel will generate winds in excess of 900 miles per hour for research in aircraft and guided missile design. . . . More than a million take-offs or landings have been made at Washington (D.C.) National Airport since 1947. . . President Eisenhower has been a pilot since 1937.—Planes

#### Homeroom Discussions

In the Waco, Texas, High School, students choose their own homeroom period discussion

topics. In the first three weeks of the school year, reports Ernest W. Cabe, Principal, information about each student's interests and problems is obtained, and plans are made to cover those topics of greatest concern. In one homeroom the results showed that problems with parents were most frequently mentioned; discussion started off with that theme. Two discussion leaders from each homeroom meet with the guidance director or a homeroom teacher weekly. At this meeting, leaders indicate the subject to be discussed in their homerooms, and plans are made by the group about how to handle the subject. A handbook for homeroom sponsors, a pupil's edition, and SRA "Life Adjustment Booklets" serve as sources of information for the discussions.—Science Research Associates, 57 West Grand Ave., Chicago 10, Illinois

#### Youth on TV

"Youth Discussion on Television" is a free 32-page pamphlet published by Junior Town Meeting League, 356 Washington Street, Middletown, Connecticut. Written by youth-discussion and television experts, the pamphlet has chapters on community potentialities; organizing a youth discussion series; choosing topics and preparing participants; production techniques; building an audience; and the program in operation.—The Clearing House

#### Science Projects

"Thousands of Science Projects" is a 46-page illustrated paperbound pamphlet for boys and girls 8-18 years of age who are interested in science as a hobby or for pre-professional preparation. It is designed to stimulate the thinking of boys and girls in the science field.

It reflects experimentations done by students in preparation for the National Science Talent Search and the National Science Fair.

Price, 25 cents. Science Service, 1719 N. Street N.W., Washington 6, D. C.—School and Community

#### Consolidated Campaigns

Plagued by the multitude of fund drives, the student council of Holyoke, Massachusetts, High School last year decided to consolidate all collections into one federated drive held during the first week of November. The four campaigns included Community Chest, Junior Red Cross, Tuberculosis Association, and the March of Dimes.

The schools in Pittsfield, Massachusetts, used a similar scheme. They developed a United Students Fund with two drives, fall and spring.—The Education Digest

#### School Activities



# How We Do It

## ORIENTATION PROGRAM IS VALUABLE

Students entering a new situation always experience an immeasurable amount of dread and apprehension. Many are the tales of the five year old vs. the kindergarten and its torture chambers, and just as real, are the problems of the entering freshman in high school with all of its rules, regulations, teachers for each of the subjects, and so on ad infinitum.

A few years ago, freshmen entering Marquette's High School, were sent on the usual number of "wild goose chases," and joshed about everything from locker combinations to classes on the "4th" floor. Then our student council went into action. It was their feeling that entering students were somewhat like guests and should be treated as such by the "old" students.

The suggestion reached the principal that the student council would like to do something the next fall so that all new students, freshmen and otherwise, would realize a sense of fellowship and hospitality upon their entrance into our high school.

Although the idea was born early in the fall, it lay dormant until spring and was then revived just before the close of school. Consequently, the school year ended and much of the planning was done in the summer months and especially the weeks just prior to the opening of the fall term. The ideas by this time had jelled and the plan was to set aside the first day of school as an "Orientation Day." All **new** students were to be present and all **old** students were to be absent. That is, all except those on the program and entertainment committee.

The program would consist of some instruction in school rules and regulations, some get acquainted with each other, rooms, teachers, and probably some testing. The student council subsequently prepared and carried through the following program:

### Orientation Day

#### Louis G. Kaufman Auditorium

- 8:30 General Assembly—Music by High School Band
- 8:45 Opening remarks—Robert Bowers, President Student Council
- 8:50 What Rules Do We Have — Barbara Schneider, Vice Pres. Student Council
- 9:00 Your Attendance Is Important—Mr. M. W. McGowan, Assistant Principal

- 9:15 Athletic Activities—Gary Dionne, President Varsity Club
- 9:25 Our Clubs—Miss Hawes, Dean of girls
- 9:30 Assignments and Closing Remarks—H. J. Bothwell, Principal
- 9:35-10:30 Tour of Building and Grounds
- 10:30 Home Rooms
- 2:00 Social hour in the gym

In addition to the above program, which was carried out "without a hitch," the council also prepared a **WELCOME** booklet, which was distributed to all new students and new teachers.

As a follow up on this type of thing, the council has spent time during the regular meetings of the year in evaluation. Improvements have been made and generally we all feel that the program is extremely worthwhile. — Jack A. Boratto, Marquette High School, Marquette, Michigan

## ARE TEACHERS HUMAN

How often have you as a teacher had the feeling that your students consider you as some sort of a superhuman being?—one who delights in concocting strange and impossible things for them to do in their already bulging daily schedules. No doubt at some time or other in our careers, we have all experienced that feeling which has become part of the stereotype associated with the word, teacher. What to do about the situation! I feel it can be broken down, and a natural way is through active teacher participation in the social phase of the school's extra-curricular activities program.

To defend this belief, let me cite an activity of the Kimberley School social program that contributed greatly to the student body's conception of their teachers. The Friday evening nearest Halloween is scheduled as Fall Frolic Night. Prior to this event, a general theme is selected. That evening finds every student of the upper school (grades 7 through 12) on hand to compete for a costume prize as to the most beautiful, most original, and the funniest.

Following the judging and grand march, each class presents an original skit, after which announcement is made of the prize-winning costumes and skit. During this procedure, teachers remain in their usual roles. However, quickly thereafter, each teacher departs to her secluded place and dons an appropriate garb for the impromptu extravaganza to follow. The students are busily engaged in singing and games so that our absence is not questioned.

At the opportune moment the curtain is opened and there before their eyes in hilariously funny costumes appear all faculty members. Needless to say, laughter prevails. The skit that follows usually depicts in humorous, nonsensical style some troublesome phase of school life. For instance, last year we took off the lunch scene which was in the process of revision and was far from satisfactory in the minds of our impatient, hungry adolescents. We also touched on another sore point—that of homework. Such matters must be treated in a subtle, tactful manner in order to win and hold your audience.

If you think it cannot be done, try it! It can be done and is loads of fun for students and faculty alike. The rapport established is immeasurable and Monday morning comments from students are priceless. For example, "You were terrific!" "I had no idea you could act." "Why, teachers are almost human, aren't they?"

A few words of warning! Be sure all faculty members participate, if possible. Your approach must be carefully planned and skillfully presented, but a glorified production should be avoided. Know your audience and then enact some phase of life that is uppermost and real to the student body. Be sure it is at their level of

understanding because if you meet them where they are, this effort on your part will produce progress quicker in the desired direction more than any formal-type program could ever hope to do. Such a formal technique might be employed to follow up the skit and evaluate its message. But, keep this activity spontaneous and light—one of fun for all—and by it prove, despite existent, ugly rumors, that teachers are human.—Barbara J. Dunn, Teacher of Science, Kimberley School, Montclair, New Jersey

#### CAREER DAY AT WILKINSON SENIOR HIGH SCHOOL

Early in November a survey was made among the students in the eleventh and twelfth grades to determine career or job interests. The survey pointed up several interesting facts; among them was the fact that of 172 students, 83 or nearly 50%, did not plan to go to college nor did they have any definite plan for earning a living. It, therefore, became necessary to gather information regarding job opportunities available for young people who had the kind of training our students were receiving and to keep in mind the large number who would receive no additional training. Special emphasis was placed first on opportunities found in our county and state and secondly on those in the broader fields.

These careers were tabulated and eleven principal groups were set up. They included: (1) Engineering and the Building Trades, (2) Barbering and Cosmetology, (3) Agriculture, (4) Music, (5) Insurance, (6) Teaching and Related Fields, (7) Medicine, Dentistry and Nursing, (8) Journalism, (9) Armed Services, (10) Civil Service, (11) Religious Education.

The next step was to find consultants who were succeeding in careers where we found the possibilities for employment greatest. Members of the student council were asked to list the names of persons in the community who were making outstanding contributions through their chosen work. From this list, along with other

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names suggested by the faculty members, the consultants were selected.

Perhaps the most unique factor regarding the consultants was the fact that they represented a complete cross-section of the community. Included were persons who had no formal training above the high school but who achieved and were still achieving success in their chosen careers. In this group there was an auto mechanic, a carpenter, a barber, a bricklayer, a cosmetologist, two practical nurses, and a successful farmer.

It is our good fortune to have two colleges located in Orangeburg, and from one of these colleges we were able to get an architectural engineer, a building contractor, the director of Elementary Education, the registrar, and the head nurse. From the other college came the dean, the dietician, and a music teacher. Other consultants included a mail clerk, two types of insurance salesmen, a doctor, a newspaper publisher, a lawyer, and the principal of a Trade School.

Our day was divided in three workshop periods of 45 minutes each. There was a special assembly where a panel discussion, "Job Opportunities For Today's Youth," was the outstanding feature. During the final hour of the day's schedule students had conferences by special appointment with selected consultants. This plan gave each pupil the opportunity to hear discussions on his first, second, and third choices of work followed by personal conferences in which he wanted additional guidance or information.

Many pamphlets, books, catalogues, folders, etc., related to more than a hundred careers were appropriately displayed. Students were free to select and take home material they wished to read or study. Even those pieces that were parts of a permanent collection were lent to interested students.

The Home-making department planned and served a delicious lunch to consultants, speakers, and special guests. Students who were interested in any phase of Home Economics as a career assisted with the luncheon.

From the evaluations made by students and faculty groups, along with written comments sent us by consultants, we concluded that our "Career Day" activities were very worthwhile.

There is an opportunity to profit by the errors we made during this our first "Career Day." We believe, however, that this activity will do much to help point the way to profitable careers, for many students in our school might not come in contact with certain job opportunities through any other means.—Mrs. C. F. Webber, Director of Guidance, Wilkinson High School, Orangeburg, South Carolina

## RECREATIONAL MIXERS

As Bacon said, "Reading maketh a full man, writing an exact man." Unquestionably, then, writing will make an exact teacher and I believe there is always room for more exact teachers. Not to forget, an occasional contribution to the writing field will do much for a teacher's morals—as well as pass along a few thoughts and ideas to others. Naturally, an easy topic to write about is one that is close to one's heart, and after directing recreation at Ruth, Nevada, for the past twelve years and, of late, here at Long Beach, California, I would like to pass along a few mixers—a few ideas I have used to get the party rolling.

*Human Bingo.* When guests arrive they are presented with a piece of paper with twenty-five squares and a pencil. The idea is to break the ice, and have each player get the signature of everyone coming or who is there. When quite a few have completed their "name getting" have them all sit down and pass a small object around such as a small box or a ball. In short, this is passed from person to person while lively music is being played. When the music stops, the person holding the object passed around stands and gives his name. From here on in it's the same as "Bingo" with the names being crossed off until someone has completed a row in any direction. When this happens the lucky one shouts, "Bingo" and if there are awards, a small gift can be given to the winner.

*Musical Madness.* Of course everyone is familiar with "musical chairs" and here too is a variation that can be used. The entire group stand in a single file facing counterclockwise. Lively music is played as the group marches, but the leader blows a whistle or a number of blasts according to his fancy. The players stop marching immediately and form into circles containing the number of whistle blasts as tooted. Those not in circles or having the wrong number of circles stand in the middle of floor and stay there until the game is over. Others begin marching as soon as the music begins, and of course every time the whistle blows there is a mad dash to form the circles.

*Paper Bag Handshake.* Guests are given small paper sacks when they arrive which in turn are tied around the wrist with a rubber band. This may not be removed until worn out by handshaking.

*Millionaire* is another introductory game that is simple and produces good results. Here, too, and as guests arrive tell them there is a millionaire in the crowd who is going to reward the 13th person who shakes hands with him or her with a given sum of money. Plant a penny in possession of someone in the room before the start of activities and tell this person to keep track of those shaking hands. At the appropriate time ask the millionaire to identify the 13th person and shake hands. This individual—the 13th person—hand shakes and is awarded the penny.

As can be readily understood, here are but a few ideas, and as a matter of fact, I would like to know of other ideas that have been successful. Makes no bones about it, the possibilities here are unlimited, but understandably if the party starts successfully it will end that way.—Ed. Penn, Alexander Hamilton Junior High School, Long Beach 5, California

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## Comedy Cues

### Health Spot

Tourist: Is this a healthful town?

Native: Well, when I came here I didn't have strength to walk across the floor—and had to be lifted from my bed. Look at me now.

Tourist: That's remarkable! How long have you been here?

Native: I was born here.—Ex.

### Bearer of Gifts

An Irishman, inviting a friend to a party, explained how to find him in the apartment building where he lived. "Come to the seventh floor," he said, "and where you see the letter 'D' on the door, push the button with your elbow, and when the door opens, put your foot against it."

"Why do I have to use my elbow and foot?" asked the friend.

"Well, for heaven's sake," exclaimed the Irishman, "you're not coming empty handed, are you?"—Ex.

### Quite An Operation

Mrs. White was taken suddenly ill in the night, and the new doctor was called because he was the quickest available.

After a quick look at the patient, the doctor stepped outside the sick room to ask Mr. White for a corkscrew. Given the tool, he disappeared, but several minutes later was back, demanding a pair of pliers.

Again, he disappeared into the room of the moaning patient, only to call out again. "A chisel and a mallet, quickly."

White could stand it no longer: "What ails her, Doc, for gosh sakes?"

"Don't know yet," was the reply. "Can't seem to get my instrument bag open."


### Presto Chango

The teacher had her class write a short composition on the subject of "water." One original pupil turned in his paper with this unique description: "Water is a light colored liquid which turns dark when you wash in it."

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